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ABSTRACT

This evaluation of Right to Read programs was undertaken to provide analytic comparison of pre- and posttest results in reading achievement and attitudinal change for a population of approximately 2200 elementary-level students in the following three Oakland, California, schools: Crocker Highlands, Prescott, and Webster. For each individual school, charts and graphs are presented which show mean scores for reading tests, deviation of these mean scores from national norms, gain scores, and attitude test scores. It was apparent that with a few exceptions, little measurable gain has been accomplished since the introduction of these programs. The relatively short (six months) duration of program operation most likely accounts for these findings. (KS)

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PACIFIC CONSULTANTS

PRODUCT EVALUATION
of
OAKLAND RIGHT TO READ

FINAL REPORT

Submitted to: Oakland Public School District, Oakland, California
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TABLE OF CONTENTS

	<u>Page</u>
SECTION I: FRAMEWORK OF THE EVALUATION	
INTRODUCTION	1
STATEMENT OF WORK	4
METHODOLOGY	6
SECTION II: FINDINGS: INDIVIDUAL SCHOOL SITES	
CROCKER HIGHLANDS	13
PRESCOTT	44
WEBSTER	72
SUMMARY	113

INTRODUCTION

"Improvement of all reading is the goal"¹ of Right to Read, nationally and in the three participating Oakland schools. The present product evaluation study was conducted by Pacific T. & T. A. primarily to assess the extent to which measurable gains in reading performance have been achieved by the students participating in the Oakland Right to Read program. As stated in the National Right to Read Evaluation plan "...standardized tests are commonly employed as one means of measuring academic growth (and) use of these tests for evaluation purposes at appropriate intervals is anticipated...."²

The two schools which established specific objectives relating to test performance defined their goals as follows: "To improve scores on standardized tests of reading ability at a rate greater than students from a similar population not participating in the program."³

While no matched control group has been utilized in this study, longitudinal comparison of performance at the same school before and after the introduction of the Right to Read program should yield a suitable measure.

As stipulated by National Right to Read and the two Oakland schools, standardized tests have been used to measure gains in reading performance. This report contains the results of two separate administrations of standardized reading tests, with a one year interval between the two administrations. The pre-test was administered in May, 1972, before Right to Read became operational and the post-test was administered in May, 1973.

Constraints

The following key issues have an important bearing on the interpretation of these test results:

¹Quoted from the "General Plan of Action for School Based Right to Read Centers", U.S. Department of HEW/OE, p. 6.

²Ibid, p. 17.

³Prescott and Webster Work Statements.

- The Right to Read Program in Oakland has been in operation for a maximum period of approximately six months, so that the measurable impact can be expected to be limited.
- Two of the three schools were specifically selected because of consistently poor reading performance, defined in terms of "the largest number of pupils...(falling) in the lowest quartile in reading."¹ With such an initial handicap in reading performance and with past gains significantly below average, there can be little expectation of significant gain in a six-month period.
- There are serious questions about the applicability of the standardized tests to a predominantly poor, minority population since the standardization procedures did not include significant representation from this population. Despite recent efforts to broaden the base of the population used to standardize the tests, many authorities continue to express concerns in this regard.
- In some instances, the pre and post-tests involved different instruments, or different forms of the same instruments, and the equivalence of these measures is not definitely established.
- Available results are based on tests administered in May, 1972, and May, 1973, and analyses by the Oakland Public Schools Research Department show significant losses over the summer, from May to October. Gains computed on a May-May basis can therefore be expected to be smaller than gains computed on an October-May basis.

Based on the constraints described above, it is suggested that the reading test performance results contained within this report be viewed with due caution.

Because of the limitations inherent in relying solely on test scores, Pacific T. & T. A. has been instructed to include an assessment of children's attitudes as an independent outcome measure of change. Procedures and constraints attendant upon the development

¹Op. Cit., p. 4.

and interpretation of an attitude scale will be discussed in the sections on Methodology and Findings.

Pacific T. & T. A. was further employed, under separate contract, to conduct a process evaluation for the purpose of describing and assessing programmatic components. The results of that study are contained in a separate report. That report, like this one, is organized on a school-by-school basis so that cross comparisons between product and program processes can readily be made by the reader.

STATEMENT OF WORK

The basic approach to the product evaluation, together with the anticipated allocation of consultant man-days, were outlined in the contractual Statement of Work, as follows:

"I. Scope of Study

Analytic comparison of pre and post test results in reading achievement and attitudinal change for a population of approximately 2200 students at three R2R school sites.

II. Activities to be undertaken:

- A. Ascertain precise status of test data and develop detailed plans for coding and classifying so as to achieve desired outcome; plan time sequencing and arrange for necessary scoring, key punching, computer time, etc.
- B. Secure, process and compare pre and post reading test results, as follows:
 - 1. Retrieve prior results...
 - 2. Classify and code '72 results...
 - 3. Secure '73 reading tests...
 - 4. Score, classify and code '73 reading tests
 - 5. Compare '72 and '73 test results
 - a. by school
 - b. by grade
 - c. by classroom teacher
 - d. by individual (for all who participated in both)
 - e. by other variables
 - 6. Analyze findings
- C. Secure, process and compare pre and post attitude test results
 - 1. Retrieve prior results (& score/process as required)
 - 2. Classify and code
 - 3. Coordinate and supervise re-administration of attitude tests (April, 1973)
 - 4. Score, classify and code '73 attitude tests
 - 5. Compare '72 and '73 results
 - 6. Analyze findings
- D. Correlate reading and attitude test scores and analyze findings
- E. Write final report"

It was estimated that the above activities would require 10 professional man-days on the part of the Project Director, five professional man-days for computer programming and clerical support.

METHODOLOGY

The Product Evaluation consists essentially of gathering, compiling and analyzing two sets of outcome data: (I) Reading Test Scores, and (II) Attitude Test Scores. Each of these is further sub-divided into pre and post tests, requiring extensive manipulation of four separate sets of data. Activities related to each of these data sets are discussed below:

I. Reading Test Scores

A. Pre-test reading scores

Pre-tests were administered at all three schools in May, 1972, and the results (by name and grade equivalent) were available from several sources (the Research Center and the individual schools) and in a variety of forms (computer print-outs, dittoed lists and handwritten lists). All were uniformly key-punched in order to provide the "pre" portion of the pre and post-test comparisons. The data utilized was limited to grades 1-5, since the 6th graders would have graduated and no post-test data would be available for them.

B. Post-test reading scores

The post-tests were administered to all children in the three schools during the first week of May. Grade 1 was excluded from the follow-up since comparable pre-test scores were not available for these children. Our task, then, between May 8 and the date of this report, was to secure the tests, score those which were not computer-ready (grades 2, 3, and 4), determine grade equivalents, prepare all of the data for key-punching, key-punch a separate card for each child, and develop and run computer programs. In addition, special information was requested by CRI for the Webster School enrollees (age, sex, race, daily hours of attendance in Right to Read reading programs, and

number of absences). This information was provided by Webster School and integrated with the test data. Race and sex information from Crocker Highlands, and sex information from Prescott were also secured (it was deemed unnecessary to seek racial information from Prescott since 99+% of the students are Black). No figures were secured from Crocker Highlands or Prescott on reading hours or attendance, since this would have required a great expenditure of time on the part of the schools and no manipulation of that data was planned.

C. Pre/Post comparisons

Scores for individual children in grades 1-5 on the pre-test, administered May, 1972, were to be compared with scores for the same children (now in grades 2-6) on the post-test, administered May, 1973. This tracking of individual children was complicated by the fact that unique identification numbers were not available (so that the matching had to be done on the basis of names) and that classrooms were dispersed in the process of promoting children from one grade to the next. Because of the frequent use of nicknames, a hand check of the names was instituted after the initial computer-matching process was completed.

Children for whom no post scores were available were eliminated from the final listing. All who had post-test scores were retained, whether or not there was a pre-test score. In examining the data, it will be seen that a portion of the children lack pre-test scores; this is primarily due to the fact that no pre-test scores were available for transferees (whether from outside or within the district) or for children who failed to take the test, due to absence or other reasons.

All of the matched reading score data is included in this report, on a class by class basis. In addition, means and deviations from the national norms were computed (for both the pre and post-test scores) on a school and grade level basis.

II. Attitude Tests

A. Pre-attitude tests

The only pre-attitude test material delivered to Pacific T. & T. A. consisted of unscored answer sheets for grades 4-6 at Webster School. Since the available data was so limited, there was no standardization information on the test which had been employed, and there was an expressed belief that greater diversity of items was desirable, it was decided to develop a revised attitude test for post-administration. We were nonetheless interested in retaining a basis for those pre and post comparisons which could be made (i.e., for Webster's current 5th and 6th grade classes), so the following procedure was utilized. The existing pre-tests were scored and subjected to an item analysis (frequency of responses to each item were tabulated and individual item responses were correlated with total score). As a result of this analysis, seven items were identified which yielded a sub-test score having high correlation with the total test score. These items were retained for inclusion in the post-attitude test. Individual answer sheets were re-scored in terms of the seven sub-test items and keypunch procedures established for matching these scores to the other sets of data. The seven retained items constitute a sub-scale on the new post-test and the two sub-tests are therefore available for direct comparison.

B. Post-attitude tests

A revised attitude test was developed, including the

sub-test from the pre-attitude test (and therefore necessarily retaining the original format). As indicated, this made it possible to compare pre and post results on the sub-test for those children for whom we have pre-test scores (i.e., those who were 4th and 5th graders at Webster School in 1972). Additional items were developed to replace the items dropped from the original test (because they failed to distinguish among children with markedly different overall attitudes).

The revised series of items was developed for the purpose of probing a variety of attitudinal areas related to reading. In addition to content which directly assesses a child's likes or dislikes for the activity and skill of reading (The primary focus of the original test), several other content areas were thought to be pertinent to this issue. For example:

- o How does the child conceptualize the views that other people hold regarding his reading behavior?
- o How does the child view the reading behavior of other children?
- o How does the child view his own reading behavior; i.e., his self concept?
- o Where does the child vest control for reading and learning skills--within himself or in external forces?
- o How does the child view his other abilities, particularly those which have a bearing on his reading abilities?
- o What are the child's attitudes toward a variety of reading or reading related materials and activities?
- o How valuable does the child assess reading materials as being?
- o How useful are reading skills in the child's opinion, now and in his future?

Efforts were made to keep the items short and unambiguous and at the same time to avoid obviously "correct" responses; to free children to express negative attitudes; and to retain a balance of items with positive and negative value.

As indicated earlier, the format for gathering data on the children's attitudes about reading was dictated by the pre-test previously used by the project. In accord with this instrument, new items consisted of a statement to which a child could respond: strongly agree, agree, undecided, disagree, strongly disagree. The statements were read aloud to a group of children. Each child then indicated his feeling about the statement by selecting one of the responses itemized above, in a column headed by a corresponding happy or unhappy face. The new test* is comprised of 25 items consisting of: seven items from the original test; five self-concept items; three items relating to possible reasons for existing attitudes; two items dealing with the child's perception of his responsibility for his own learning; and the balance attempting to tap the various dimensions of attitudes toward reading--as a useful activity and as a source of pleasure. The maximum score possible is 125.

The dependent variable yielded by this inventory is a score for positive reading attitudes; the higher the score, the more positive the attitude. A repeated measures approach would utilize a different score between test/re-test results.

*It should be noted that the revised test has not been tested for either reliability or validity. We are beginning to amass the necessary data and have undertaken a preliminary item analysis (which thus far indicates a good degree of correspondence between individual items and total score), but the full analytic procedures required go far beyond the scope of this contract (in terms of both time and money).

The revised attitude test was then submitted for approval and the following steps undertaken to distribute the tests and secure completed responses:

- (a) tests and complete instructions were duplicated for all teachers
- (b) answer sheets were prepared for each child
- (c) sets were packaged for each school and delivered to them
- (d) arrangements for administration were made at each school
- (e) tests were administered by classroom teachers in May, 1973 and identified by school and grade
- (f) keypunch and computer analysis procedures were established for scoring and comparing with other data.

The test proved to be too difficult for first and second graders, so that only data from grades 3-6 is included in this report. If subsequent efforts are made to tap attitudes in 1st and 2nd graders, it is suggested that a short series of yes/no items be administered on a one-to-one verbal basis.

A summary of all data utilized in the product evaluation is contained in the following chart:

Figure 1. Summary of Data Utilized

SCHOOL GRADE	DATA CATEGORIES			
	Reading		Attitude	
	Pre	Post	Pre	Post
Crocker Highlands				
1	x			
2	x	x		
3	x	x		x
4	x	x		x
5	x	x		x
6		x		x
Prescott				
1	x			
2	x	x		
3	x	x		x
4	x	x		x
5	x	x		x
6		x		x
Webster				
1	x			
2	x	x		
3	x	x		x
4	x	x	x	x
5	x	x	x	x
6		x		x

READING AND ATTITUDE DATA:
COMPOSITE FINDINGS

Standardized Tests

Standardized tests were administered by classroom teachers to all of the children in grades 1-6 in May, 1972 and again in May, 1973. For the purpose of this study, the 1972 results constitute the pre-test and the 1973 results constitute the post-test. Since we were primarily interested in tracking the performance of individual children over a one-year span (during which they had been promoted to a higher grade) we utilized pre-test data for grades 1-5 and post-test data for grades 2-6. The following chart is a summary of the instruments, forms, levels, dates of administration, and national norms for the pre and post-tests utilized in the evaluation.

Figure 2. Forms and Dates for Standardized Tests Administered During the 1971-72 and 1972-73 School Years

GRADE	TEST	FORM ADMINISTERED 5/72	FORM ADMINISTERED 5/73
1	Cooperative Primary Tests Reading	12A National Norm = 1.8	12A
2	Cooperative Primary Tests Reading	23A National Norm = 2.8	23A
3	Cooperative Primary Tests Reading	23B National Norm = 3.8	23B
4	Comprehensive Tests of Basic Skills Reading	Q1 National Norm = 4.8	Q1
5	Comprehensive Tests of Basic Skills Reading	Q2 National Norm = 5.8	R2
6	Comprehensive Tests of Basic Skills Reading	R2 National Norm = 6.8	Q2

All scores were translated into grade equivalents, and mean grade equivalents were computed for both the pre and post-tests on the basis of grade level.* In addition to the means computed for the 1972 and 1973 test administrations, grade level means for 1971 were available from the Work Statements prepared by each of the schools for national Right to Read. The 1971 scores are not directly comparable in all cases, since some of those tests were administered in October**, rather than in May. Nevertheless, they are being included in this overview in order to provide an additional basis for comparison and to expand the longitudinal dimension of the data.

Figure 3 is a summary of the mean grade equivalents achieved by each grade level on the three succeeding years. Different groups of children are, of course, represented at the same grade level in each succeeding year. An estimate of gain can be secured by making cross-comparisons (e.g., grade 2 in 1971 → grade 3 in 1972 → grade 4 in 1973) but this does not constitute a precise statement of individual gain because of the turnover factor.***

Figure 3. Comparison of Mean Grade Equivalents on Standardized Tests Administered in 1971, 1972, and 1973--Crocker Highlands

GRADE	MEAN GRADE EQUIVALENTS		
	May 1971	May 1972	May 1973
1	2.3	2.2	
2	3.3	3.5	3.1
3	3.0 Oct. 1971	3.8	3.9
4	4.1	5.4	5.6
5	5.3	6.7	6.6
6	6.4		7.6

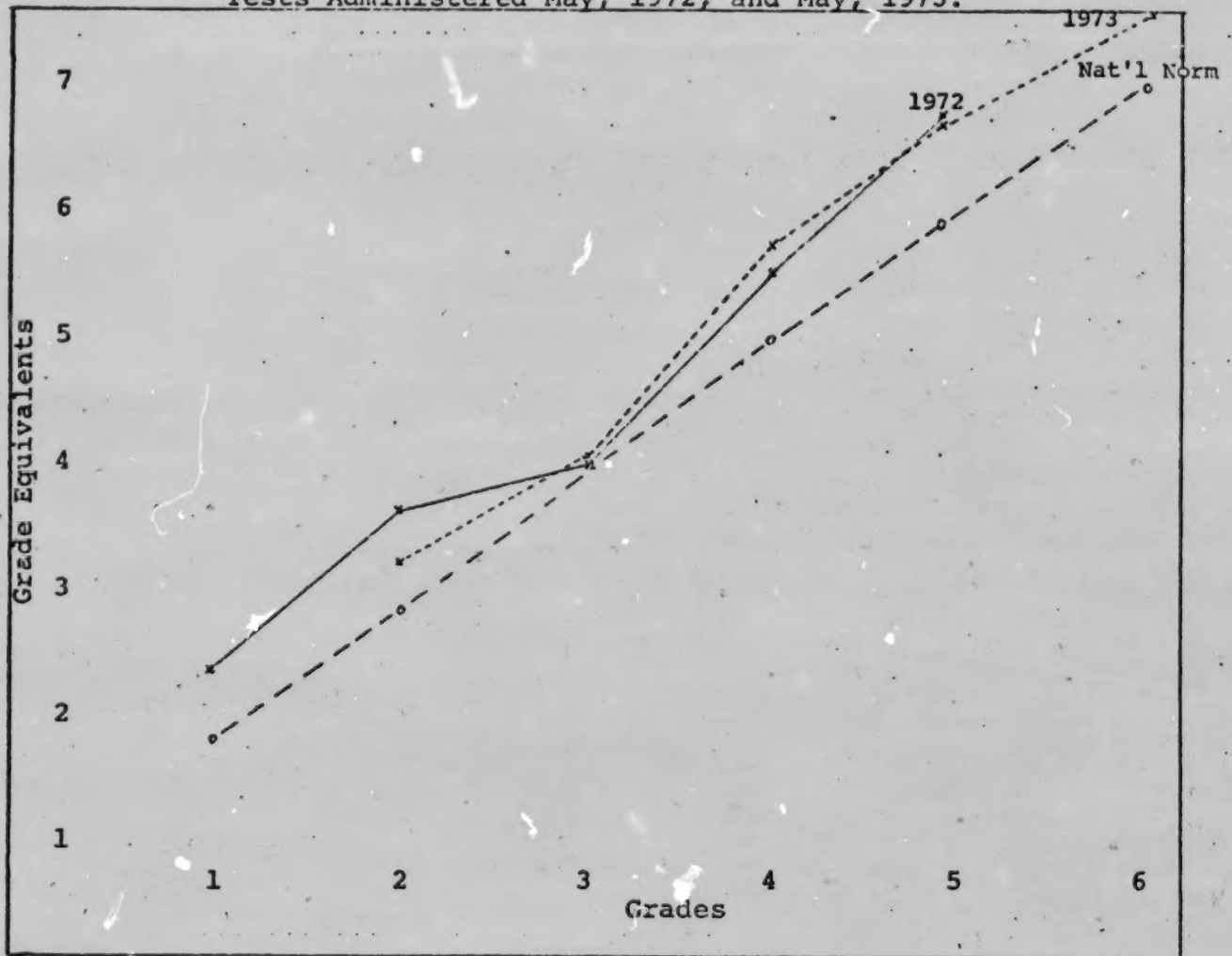
*Class by class means were also computed and are contained in the next section of this report.

**National Norms for October are 1.1, 2.1, 3.1, 4.1, 5.1, and 6.1, respectively in contrast to the May norms of 1.8, 2.8, etc.

***Gains based on individual performance appear in Figure 5.

The same information, for 1972 and 1973 only, is shown graphically in the following figure. Comparison with the National Norm makes possible a determination of the mean deviation from the norms.

Figure 4. Comparison of Mean Grade Equivalents for Standardized Tests Administered May, 1972, and May, 1973.



While mean scores tend to obscure the wide range of individual differences, the following conclusions may be drawn from the foregoing data:

Grade 1 GE's remained almost constant from 1971 to 1972; first grade data for 1973 is not yet available. The grade 2 GE's increased by two months between 1971 and 1972 and dropped four months in 1973. Grade 3 scores increased significantly (eight months) between 1971 and 1972, and this gain was maintained and slightly increased in 1973.

Sizeable leaps between 1971 and 1972 GE's were shown in grades 4 and 5 (it should be noted, however, that the 1971 tests for these grades were administered in October and thus may reflect a summer decline). Fourth grade scores showed a further increase in 1973 and fifth grade scores decreased very slightly. While we have no 1973 scores for comparison with the 1973 sixth grade scores, it will be seen that they show a substantial (+8 months) deviation above the norm.

Overall Crocker Highlands continues above grade level at every grade, with the least positive deviation in grade 3 (+1 month) and significant positive deviations (8 months above the national norms) in grades 4, 5, and 6.

Another, perhaps more productive way of looking at the data is in terms of gain scores. Based on our "tracking" of individual students, the mean gain scores reflect the actual gains achieved between May, 1972 and May, 1973 for those students for whom we have pre and post scores. Since a full year elapsed between May, 1972 and May, 1973, a full month's gain for every month in school would yield a gain score of 1.0. As pointed out in the introduction, however, a negative gain is frequent between May and October, so that a gain of less than 1.0 is generally to be anticipated. Again, the mean scores tend to obscure the vast individual differences shown in the section on individual data (with individual gains ranging from a loss of over one year to a gain of several years for different students within the same grade level). The following chart is a summary of the mean gain scores. Children are listed in terms of their present grade level (i.e., as of May, 1973).

Figure 5. Mean Gain Scores Achieved Between May, 1972 and May, 1973

GRADE	MEAN GAIN
Crocker Highlands	
2	.75
3	.49
4	1.72
5	1.50
6	.83

Since the mean gain slightly exceeds 1.0, it is apparent that Crocker Highlands children--on the average--are achieving one month's progress for every month in school, although there are large variations among classes and individuals.

In this connection, a question must be raised concerning the meaning of negative gain scores (i.e., losses), which serve to depress the overall mean gains; namely, whether the child has actually lost a reading skill which he once possessed or whether his measured performance is adversely affected by such extraneous factors as the form of the test, problems with vision or hearing, an emotional state, or other factors. While there are no conclusive answers to this theoretical issue, it is interesting to note that gain scores are higher for the 4th than for the 3rd grade at all three schools (coincidental with the shift from the Co-op Primary to the CTBS).

In interpreting all of the foregoing data on standardized tests, the reader is reminded that the Right to Read programs had been operational for a maximum of only 6-7 months at the time of the post-test and that many portions of the program (particularly those related to the provision of special materials) have been operational for an even briefer period.

Attitude Tests

An attitude test comprised of 25 items was administered by classroom teachers in May, 1973. The test proved too difficult for 1st and 2nd grade children and results are therefore reported for grades 3-6 only. The maximum possible score is 125 and a percentile range, based on the 944 tests completed in grades 3-6 at all three schools, was computed as follows:

Figure 6. Percentile Level and Score Range

Percentile Level	Bottom 10% 1	2	3	4	5	6	7	8	9	Top 10% 10
Score Range	Below 78	78-83	84-86	87-90	91-93	94-96	97-99	100-103	104-108	Over 108

Mean attitude scores and their corresponding percentile rank, by grade level, are shown on the following chart:

Figure 7. Mean Post Attitude Scores, by Grade Level

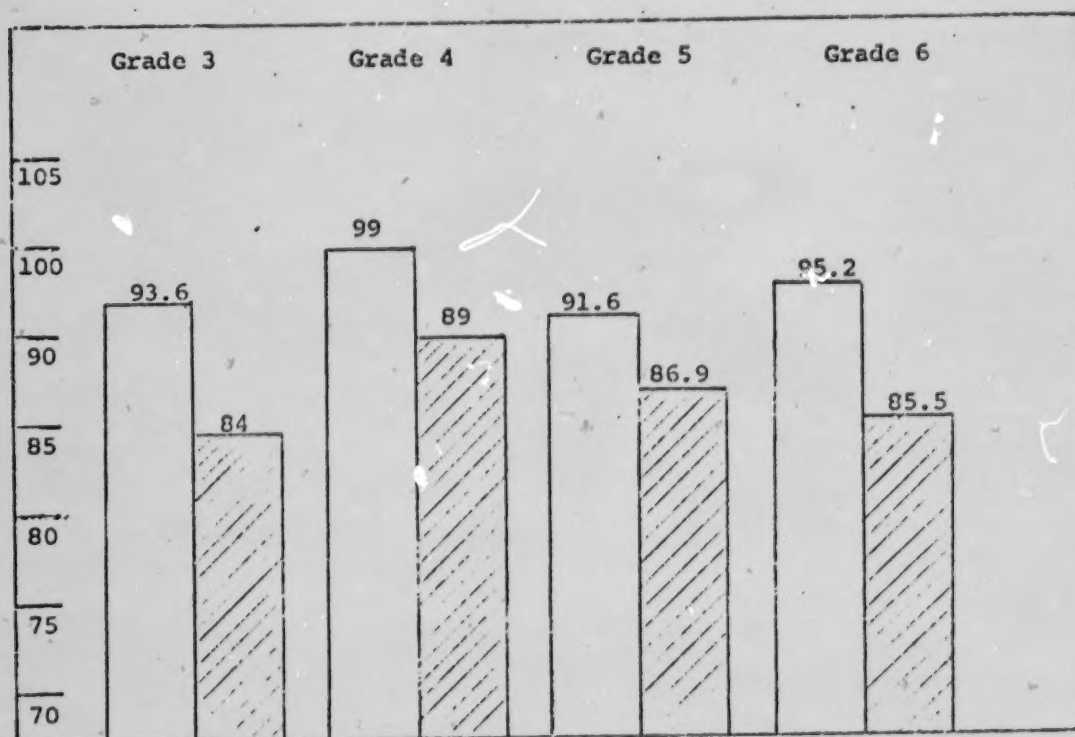
GRADE	CROCKER HIGHLANDS	
	Mean Score	Percentile Rank
3	96	60th
4	96	60th
5	92	50th
6	98	70th
School Average	95.5	60th

Since pre-test scores were not available, no pre/post comparisons or gain scores could be computed. Furthermore, since the test has not been standardized, there are no national norms against which deviations could be measured.

Analytic focus was therefore directed to comparing the attitude test results with reading performance. The total attitude test scores, and percentile ranks, were examined in relation to

reading scores--individually, by grade level and by school. A relationship between the two sets of scores was found to exist, but the relatively low correlation between them is reflective of the fact that the attitude test is measuring something different from the specific skills measured by standardized reading tests. The following graph portrays the relationship between reading test scores and attitude scores on a grade level basis. Each class was listed in descending order on the basis of reading test scores for May, 1972. The class list was then divided at the midpoint and mean attitude scores were computed for the top half compared with the bottom half, producing the following results:

Figure 8. Mean Attitude Scores for Children Scoring in the Top Half of Their Class on Standardized Reading Tests as Compared with Those Scoring in the Bottom Half.



Key:  Mean attitude scores for top half of class, in terms of reading scores.
 Mean attitude scores for bottom half of class, in terms of reading scores.

Wide variations were noted between mean attitude scores on a class-by-class basis, from a low of 88.8 (40th percentile) to a high of 106 (90th percentile). The relationship of this finding to teacher attitudes, teaching approaches, peer group pressures or other factors cannot be determined at this time.

A plotting of the individual attitude test score relationship for all three schools and an inter-school comparison is contained within the Summary. Numerous other comparisons might have been explored but the discovery of the full meaning of the attitude test scores (and sub-scales) will need to await a second testing and additional work in the determination of reliability and validity.

READING AND ATTITUDE DATA:

INDIVIDUAL FINDINGS

The following pages contain a class-by-class, child-by-child compilation of all of the available data. Each item contained in these pages will be briefly described and discussed below:

- o Identifying data--grade, school, city, state, days in school year, hours in school day, and full information about the testing instruments and administration dates--are at the top of each page.

Personalized identifying data--names of teachers and students--have been removed in order to protect the confidentiality of the data.

- o Demographic data--age, race, and sex--comprise the first three columns. A key to symbols used is provided at the bottom of each page. As noted earlier, this data was completed for all children at Webster School (in response to a request from CRI); partial data was secured from the other two schools and is included wherever available.
- o Participation data--average number of hours of daily Right to Read instruction and total days absent during school year--is included for Webster School only (in response to a request by CRI). No statistical manipulation of this data was undertaken, but direct observation fails to reveal the anticipated association between level of participation and outcome data.
- o Reading test information: '72GE represents the pre-test scores, expressed in grade equivalents*. Children with pre-test scores who did not "match" present enrollees were excluded. Pre-tests were given in May, 1972, when the children were actually in a lower grade than the grade identified at the top of the sheet.

'73GE represents the post-test scores, again expressed in grade equivalents*. All children with post test scores are included. Post-tests were given in May, 1973, when the children were in the grades shown at the tops of the pages.

The sequential order on the page is determined by the '73 grade equivalents, in descending rank order.

Gains represent the actual discrepancy between scores on the pre and post-tests (i.e., post-test score minus pre-test score) for each child with a pre and post score. Since a full year has elapsed between pre and post scores, a full month for month gain score would equal 1.0. Thus, a .7 gain, for example, would represent a GE gain of seven months and would imply a loss of three months as compared with the national norms.

*See chart on page 14 for a summary of instruments, forms, levels, dates and norms.

All three columns show computed means (at the bottom of the column). The post-test mean is based on all children with post-test scores, regardless of whether a match to pre-test score was accomplished. For this reason, subtracting the mean pre-test score from the mean post-test score may provide a different mean gain than that shown for the mean gain column, (since the latter is the mean of gains achieved only by individuals for whom we have both pre and post matched scores).

- o Attitude test information: The column entitled "Total" refers to the total raw score achieved on the post-attitude test (administered in May, 1973). The maximum possible score is 125 (five points each for 25 items). An analysis of all scores secured at the three schools yielded the following percentile distribution of scores.

Percentile Level	Bottom 10% 1	2	3	4	5	6	7	8	9	Top 10% 10
Score Range	Below 78	78-83	84-86	87-90	91-93	94-96	97-99	100-103	104-108	Over 108

For Webster 5th and 6th grade classes only, there are two additional columns: the first (labeled PA) refers to the pre-attitude sub-scale and the second (labeled SUB) refers to the post-attitude sub-scale. These are identical scales of seven items, administered one year apart. The maximum possible score on each is 35 points, and gains or losses can be readily ascertained by visual inspection.

Together, the following pages contain a vast amount of usable data. Numerous analyses were undertaken in the course of the evaluation study but many more are possible, utilizing the data which is being provided. It is hoped that this information will be of particular value as baseline data for subsequent evaluation studies.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 2 School Name Crocker Highlands City Oakland State California
 Teacher A Total Days/School Year 174* Total Hours/School Day 4 hrs., 15 min.*

PRE-TEST INSTRUMENT Co-op Primary Form/Level 12A Date Given May '72

POST-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
8	2	B	F		4.3	4.1	-.2	
		A	F		4.9	4.1	-.8	
		B	F		1.2	3.6	2.4	
		A	F		3.4	3.6	.2	
		A	F			3.5		
		A	F		2.5	3.4	.9	
8	4	B	F		2.3	3.4	1.1	
		A	M		2.4	3.3	.9	
		B	F		2.1	3.3	1.2	
		W	F		2.8	3.3	.5	
		W	F		3.8	3.2	-.6	
		W	F		3.0	3.0	0.	
5	11	W	F			3.0		
		B	M		1.9	2.9	1.0	
			M			2.7		
		W	M		1.7	2.7	1.0	
		W	M		2.0	2.5	.5	
		W	M		1.7	2.3	.6	
7	6	W	F		1.7	2.3	.6	
		A	F		1.7	2.3	.6	
		B	M		2.1	2.2	.1	
		B	M		1.8	2.0	.2	
		W	F		1.5	1.9	.4	
		W	M		1.7	1.7	0.	
7	6	B	F		2.3	1.7	-.6	
		W	M			1.6		
		B	M		1.0	1.6	.6	
		W	M			1.5		
7	6	B	F		1.9	1.1	-.8	
					2.3	2.7	.41	0.

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 2 School Name Crocker Highlands City Oakland State California

Teacher B Total Days/School Year 174* Total Hours/School Day 4 hrs., 15 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 12A Date Given May '72

POST-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
	W	F			2.5	4.7	2.2	
	B	F				4.2		
	A	M			2.9	4.2	1.3	
	W	F			2.6	4.0	1.4	
	W	F			2.2	3.7	1.5	
	W	M			2.6	3.7	1.1	
	W	M			2.1	3.4	1.3	
	W	F			2.0	2.5	.5	
	W	M			1.4	2.5	1.1	
	W	M			1.9	2.2	.3	
	B	F				1.9		
	B	M			2.0	1.9	-.1	
	W	M			1.8	1.8	0.	
	B	F			1.0	1.7	.7	
	W	M			1.0	1.7	.7	
	B	F				1.5		
					2.0	2.8	.92	0.

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 2 School Name Crocker Highlands City Oakland State California

Teacher C Total Days/School Year 174* Total Hours/School Day 4 hrs., 15 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 12A Date Given May '72

POST-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
	W	F			3.2	4.7	1.5	
	W	M				4.4		
	W	M			3.4	3.5	.1	
	W	F				3.5		
	B	M			1.5	2.4	.9	
	W	M				1.9		
	W	F			1.9	1.2	-.7	
					2.5	3.1	.45	0.

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 2 School Name Crocker Highlands City Oakland State California
 Teacher D Total Days/School Year 174* Total Hours/School Day 4 hrs., 15 min. *
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 12A Date Given May '72
 POST-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
	W	F			3.4	4.9	1.5	
	W	F			4.1	4.8	.7	
		F			3.2	4.5	1.3	
	W	M				4.5		
	W	M			3.2	4.4	1.2	
	W	F				4.4		
	W	F				4.1		
	W	M			2.0	3.1	1.1	
	B	F			1.5	2.7	1.2	
	W	F			2.4	2.7	.3	
	W	M			1.8	1.9	.1	
	B	M			1.9	1.6	-.3	
					2.6	3.6	.79	0.

KEY: AGE - Indicated in years and months
 RACE -- B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 2 School Name Crocker Highlands City Oakland State California
 Teacher E Total Days/School Year 174 * Total Hours/School Day 4 hrs., 15 min. *
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 12A Date Given May '72
 POST-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
	W	F			2.1	4.6	2.5	
	W	M			2.9	4.5	1.6	
	W	M			2.4	4.4	2.0	
	B	F				4.4		
	A	M				3.8		
	W	F				3.7		
	B	M			1.1	3.5	2.4	
	B	M				3.2		
	W	F				3.2		
	W	M			1.9	2.9	1.0	
	B	F			1.6	2.7	1.1	
	W	M			1.0	2.5	1.5	
					1.9	3.6	1.73	0.

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 3 School Name Crocker Highlands City Oakland State California

Teacher B Total Days/School Year 174 * Total Hours/School Day 4 hrs., 15 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '72

POST-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
	W	M			4.7	4.9	.2	100
	W	M			4.1	4.9	.8	92
	A	F			4.0	4.8	.8	100
	W	F			4.5	4.5	0.	98
	B	F			3.4	4.3	.9	107
	A	M			3.5	4.3	.8	96
	W	M			4.6	4.0	-.6	92
	A	F			4.0	4.0	0.	100
	W	M			3.6	4.0	.4	99
	W	F			3.8	3.9	.1	93
	W	M			3.8	3.3	-.5	
	B	F			2.0	3.1	1.1	101
					3.8	4.2	.33	98.0

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 3 School Name Crocker Highlands City Oakland State California
 Teacher C Total Days/School Year 174 Total Hours/School Day 4 hrs., 15 min. *
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '72
 POST-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
	W	M			5.0	5.0	0.	91
	W	F			4.7	4.8	.1	
	W	M				4.5		107
	W	F			4.2	4.5	.3	97
	W	F			4.7	4.2	-.5	89
	A	M			4.1	4.1	0.	97
	W	M			4.2	4.1	-.1	108
	W	F			3.7	3.9	.2	89
	W	M			4.0	3.9	-.1	106
	W	F				3.5		90
	B	F			2.1	2.9	.8	84
					4.1	4.1	.08	95.8

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 3 School Name Crocker Highlands City Oakland State California
 Teacher D Total Days/School Year 174 * Total Hours/School Day 4 hrs., 15 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '72

POST-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
	W	M			4.5	5.0	.5	100
	W	F			4.7	5.0	.3	100
	W	M			3.4	4.1	.7	97
	W	F			2.5	4.0	1.5	100
	W	F			2.7	3.0	.3	82
	W	M				2.4		
	B	M				2.2		89
					3.6	3.7	.66	94.7

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 3 School Name Crocker Highlands City Oakland State California

Teacher F Total Days/School Year 174 * Total Hours/School Day 4 hrs., 15 min.*

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '72

POST-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
R		F			5.0	4.8	-.2	113
S		F			3.3	4.6	1.3	108
W		F				4.6		106
B		F				4.5		100
W		M			4.4	4.5	.1	109
A		M			3.9	4.5	.6	86
W		F			4.0	4.4	.4	112
A		F			4.0	4.4	.4	101
B		F			2.9	4.4	1.5	92
A		M			3.9	4.4	.5	113
B		M			3.1	4.3	1.2	82
W		M				4.3		105
W		M			2.9	4.3	1.4	88
W		M			2.8	4.1	1.3	100
B		M			3.1	4.1	1.0	95
A		F			4.0	4.0	0.	108
W		F			2.5	3.9	1.4	103
W		F			2.9	3.9	1.0	94
A		M			2.7	3.8	1.1	100
W		F			2.9	3.4	.5	88
B		M			2.6	3.3	.7	77
B		F			2.0	3.2	1.2	72
B		M			2.8	3.2	.4	87
B		M			2.5	3.1	.6	101
W		F				3.1		104
W		F			1.0	3.0	2.0	57
B		M			2.2	2.5	.3	91
B		F				2.4		
B		M			1.9	2.3	.4	76
A		F			1.6	2.1	.5	69
					3.0	3.8	.78	94.4

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 3 School Name Crocker Highlands City Oakland State California

Teacher G Total Days/School Year 174* Total Hours/School Day 4 hrs., 15 min.*

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '72

POST-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
9	5	W	F		4.5	4.5	0.	
9	7	W	M		3.4	4.5	1.1	100
9	5	W	M		4.6	4.5	-.1	101
9	2	B	M		4.7	4.5	-.2	105
8	8	W	M		4.0	4.3	.3	106
	2	W	F		3.6	4.2	.6	111
8	7	W	F		3.2	4.2	1.0	98
8	8	B	F		3.6	3.9	.3	102
8	8	W	F		3.6	3.8	.2	98
9	3	W	M		4.2	3.5	-.7	101
9	2	B	F			2.8		88
9	1	B	F		2.7	2.7	0.	97
9	1	W	M			2.3		76
					3.8	3.8	.23	98.6

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 4 School Name Crocker Highlands City Oakland State California

Teacher H Total Days/School Year 174 * Total Hours/School Day 5 hrs., 20 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '72

POST-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
	W	F			4.9	7.3	2.4	112
	W	F			4.3	7.0	2.7	88
	W	F				6.6		92
	W	M				6.4		114
	A	F			4.3	5.8	1.5	107
	W	F			4.8	5.8	1.0	102
	W	M				5.4		111
	B	M			3.0	4.6	1.6	107
	B	M				4.2		100
	A	M			3.0	4.1	1.1	82
	W	M			3.0	3.9	.9	90
	B	M				3.5		102
	R	M			2.8	3.4	.6	103
	B	M			3.3	3.4	.1	101
	W	M			2.6	3.3	.7	106
	B	M			2.8	3.1	.3	89
	B	F			2.7	2.9	.2	96
	B	F			2.7	2.6	-.1	93
					3.4	4.6	1.00	99.7

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 4 School Name Crocker Highlands City Oakland State California

Teacher I Total Days/School Year 174* Total Hours/School Day 5 hrs., 20 min.*

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '72

POST-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
	B	M			5.0	9.9	4.9	
	B	M			4.6	9.0	4.4	101
	A	M			4.6	9.0	4.4	83
	W	M				9.0		99
	W	F			4.8	8.3	3.5	119
	W	F			4.3	8.3	4.0	105
	W	M			5.0	7.7	2.7	100
	A	F			4.5	7.7	3.2	100
	B	M			4.4	7.3	2.9	105
	W	M			3.9	7.3	3.4	99
	W	F			4.6	7.3	2.7	109
	B	F			4.8	7.0	2.2	107
	W	M			3.9	7.0	3.1	95
	W	F			4.8	6.6	1.8	95
	B	M			4.0	6.4	2.4	103
	W	M			4.3	6.1	1.8	101
	B	F			3.2	5.8	2.6	85
	B	M				5.6		111
	W	F			2.8	5.4	2.6	85
	W	M			3.9	5.2	1.3	61
	B	F				4.9		91
	B	F			3.9	4.9	1.0	98
	W	F			3.9	4.6	.7	96
	B	M			3.8	4.5	.7	99
	B	F			3.0	4.1	1.1	87
	B	M			2.9	3.7	.8	99
	B	F			2.3	3.3	1.0	91
	W	M			2.4	2.5	.1	
					4.0	6.4	2.37	97.1

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

CAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 4 School Name Crocker Highlands City Oakland State California

Teacher J Total Days/School Year 174 * Total Hours/School Day 5 hrs., 20 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '72

POST-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
	A	F			4.3	9.0	4.7	97
		F			4.9	9.0	4.1	102
	W	M			4.9	8.3	3.4	109
	A	M			4.6	7.7	3.1	93
		M			4.6	7.7	3.1	117
	W	M				7.3		73
		F				7.3		106
		F			4.3	7.0	2.7	97
		M				6.6		115
		F			5.0	6.6	1.6	105
		M				6.6		102
		M			4.3	5.4	1.1	
	A	F				5.4		82
	B	F			3.7	5.2	1.5	
	A	M				5.1		100
	W	F			3.8	4.9	1.1	85
		F			4.3	4.9	.6	100
	B	F			4.5	4.9	.4	108
	R	M			4.0	4.1	.1	92
	B	F			3.9	4.0	.1	99
		M			4.0	4.0	0.	84
	W	F				3.5		95
	B	M			2.4	3.5	1.1	83
	B	M			3.4	3.4	0.	89
	R	M				3.4		83
	B	F				3.3		81
	W	F			2.5	3.3	.8	78
	B	M			3.4	3.1	-.3	
		M			2.7	2.8	.1	87
	B	F			2.8	2.8	0.	72
					3.9	5.3	1.40	93.9

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA—INDIVIDUAL SCORES

Grade 5 School Name Crocker Highlands City Oakland State California

Teacher K Total Days/School Year 174 * Total Hours/School Day 5 hrs., 20 min. *

PRE-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '72

POST-TEST INSTRUMENT CTBS Form/Level R2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
11	2	W	F		7.7	10.4	2.7	101
11	2	W	M		5.6	9.6	4.0	71
11	2	W	F		5.4	7.6	2.2	93
11	2	A	M		4.1	6.5	2.4	92
10	5	W	F		4.3	6.1	1.8	94
11	4	B	M		3.7	5.8	2.1	99
11	3	B	M		4.8	5.6	.8	91
10	7	W	F		4.5	5.3	.8	96
10	6	B	F			4.7		87
11	2	B	F			4.4		
10	11	W	F			3.9		76
11	8	B	F			3.7		77
11	7	W	M			3.6		
10	5	B	M		1.8	3.2	1.4	94
					4.7	5.7	2.02	89.2

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 5 School Name Crocker Highlands City Oakland State California

Teacher L Total Days/School Year 174* Total Hours/School Day 5 hrs., 20 min.*

PRE-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '72

POST-TEST INSTRUMENT CTBS Form/Level R2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
10	11	A	F		6.6	9.0	2.4	94
11	1	A	M		7.3	9.0	1.7	103
10	10	W	F		7.3	8.8	1.5	99
10	11	A	M		7.0	8.8	1.8	96
10	7	W	F		6.4	8.5	2.1	109
11	1	W	F		6.4	8.0	1.6	116
10	7	W	M		7.3	7.8	.5	112
11	4	W	M		4.5	7.1	2.6	
11	1	W	M		6.4	7.0	.6	103
10	9	B	F		4.4	7.0	2.6	91
10	6	A	M		6.4	7.0	.6	94
10	7	W	M		4.3	6.9	2.6	100
10	9	A	F			6.5		104
11	3	W	M		5.4	6.5	1.1	99
11	5	B	F		7.0	6.3	-.7	104
10	6	B	M		5.1	6.3	1.2	106
11	1	W	M		5.1	6.3	1.2	85
11	3	W	M			6.1		91
11	1	B	F		4.2	6.1	1.9	109
10	11	W	F		6.8	5.9	-.9	103
11	3	B	F		4.3	5.8	1.5	102
11	4	W	M			5.4		
10	7	F				4.7		92
11	0	W	M		4.3	4.7	.4	93
10	7	B	M		2.4	4.7	2.3	
11	5	B	M		3.3	4.5	1.2	
11	5	B	F		3.1	4.5	1.4	99
10	10	B	M		3.2	4.2	1.0	91
11	5	W	M			4.1		98
11	3	B	F		2.8	3.6	.8	94
11	4	B	M		3.6	3.5	-.1	
11	2	W	F		3.2	3.4	.2	88
					5.1	6.2	1.23	99.1

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 5 School Name Crocker Highlands City Oakland State California

Teacher M Total Days/School Year 174* Total Hours/School Day 5 hrs., 20 min.*

PRE-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '72

POST-TEST INSTRUMENT CTBS Form/Level R2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
10	11	W	F		9.0	11.9	2.9	104
10	10	W	F		7.0	11.9	4.9	96
11	2	B	M		7.7	10.9	3.2	
11	1	W	F		9.9	10.9	1.0	103
11	0	W	F			10.0		112
11	0	A	F		7.7	10.0	2.3	93
11	2	B	M		7.0	9.6	2.6	99
10	9	W	F		7.0	9.0	2.0	117
11	3	W	M		5.6	9.0	3.4	113
11	3	W	M		7.5	9.0	1.5	82
10	10	W	F		9.0	8.5	-.5	95
11	0	B	F			7.4		117
10	9	W	M		4.5	7.0	2.5	108
11	5	W	M		7.0	6.9	-.1	118
10	6	B	M		6.1	6.6	.5	99
11	5	W	F		5.8	6.0	.2	97
10	6	B	M			5.7		
10	11	W	F		4.5	5.2	.7	98
10	10	B	M		3.7	4.5	.8	
11	4	B	F		2.4	3.7	1.3	100
10	9	B	M			3.4		
11	4	B	F			2.9		
					6.6	7.7	1.7	103

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 6 School Name Crocker Highlands City Oakland State California

Teacher N Total Days/School Year 174 *Total Hours/School Day 5 hrs., 20 min. *

PRE-TEST INSTRUMENT CTBS Form/Level Q2 Date Given May '72

POST-TEST INSTRUMENT CTBS Form/Level Q2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
12	4	W	F		10.9	11.9	1.0	116
12	2	A	F		11.9	11.9	0.	115
11	9	B	M		10.0	11.5	1.5	109
12	0	W	M			11.5		107
11	11	W	F		8.8	11.5	2.7	112
11	10	W	F			11.5		114
11	10	W	F		10.4	11.5	1.1	121
11	2	W	M		9.0	11.5	2.5	111
12	1	W	M		9.0	10.7	1.7	93
11	9	B	F			10.7		
11	9	W	F			10.7		112
11	7	W	F		11.5	10.7	-.8	105
11	8	C	F		11.5	10.1	-1.4	110
10	11	A	F			9.7		111
11	8	A	M		8.8	9.7	.9	99
11	8	W	F		8.0	9.7	1.7	99
12	1	B	M		6.0	9.3	3.3	105
11	10	B	M		6.3	8.9	2.6	99
12	5	W	M			8.9		106
11	6	A	M		8.0	8.9	.9	107
11	8	W	F		9.3	8.7	-.6	111
11	11	W	F			8.7		105
11	11	W	F		8.2	8.1	-.1	98
11	9	B	F		7.6	7.6	0.	104
11	7	B	F		6.0	7.6	1.6	105
12	1	B	M		5.2	7.6	2.4	102
12	2	B	M		8.8	7.2	-1.6	95
11	9	B	M			3.8		92
					8.8	9.6	.97	106

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 6 School Name Crocker Highlands City Oakland State California
 Teacher 0 Total Days/School Year 174* Total Hours/School Day 5 hrs., 20 min.*

PRE-TEST INSTRUMENT CTBS Form/Level Q2 Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level Q2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
11 11	B	F			6.0	8.9	2.9	77
12 3	B	F			8.5	8.7	.2	107
12 2	A	M			7.6	8.1	.5	98
12 7	B	M			5.0	7.8	2.8	104
11 8	W	M			4.6	7.6	3.0	96
11 10	B	F			5.9	7.4	1.5	92
11 7	B	F			6.3	7.4	1.1	84
11 8	W	M			6.1	6.7	.6	102
12 8	B	F			4.6	6.6	2.0	88
12 5	B	F			5.5	6.6	1.1	79
11 9	B	F			6.5	6.6	.1	98
11 7	B	F			5.9	6.1	.2	84
12 0	W	M			4.7	6.0	1.3	87
11 10	B	F			4.5	5.8	1.3	
11 10	B	M				5.3		76
11 8	A	M			5.6	5.0	-.6	69
11 11	B	M			4.9	4.8	-.1	
11 10	S	M			3.6	4.1	.5	88
11 7	B	M			3.4	3.8	.4	81
11 10	B	F				3.7		89
					5.5	6.3	1.04	88.8

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 6 School Name Crocker Highlands City Oakland State California
 Teacher p Total Days/School Year 174 * Total Hours/School Day 5 hrs., 20 min. *

PRE-TEST INSTRUMENT CTBS Form/Level 02 Date Given May '72

POST-TEST INSTRUMENT CTBS Form/Level 02 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
11	8	F			9.3	9.3	0.	115
11	2	F				8.7		104
12	5	W			7.3	8.3	1.0	102
12	0	W			6.9	8.1	1.2	96
11	0	F				7.8		107
12	5	W			5.9	7.4	1.5	107
12	1	A			6.0	6.3	.3	79
12	5	B			7.0	6.1	-.9	68
11	11	B			7.0	6.1	-.9	76
12	1	B			5.2	5.5	.3	83
12	5	W			5.0	5.3	.3	61
12	2	B			5.1	5.1	0.	95
11	6	W				5.0		
11	8	B			4.3	4.8	.5	
10	6	M				4.8		99
12	6	B			3.6	4.8	1.2	95
13	6	A				4.7		84
11	11	W			3.6	4.6	1.0	74
12	4	B			2.8	3.1	.3	
11	6	B				1.9		95
					5.6	5.9	.41	90.7

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

FINDINGS

Prescott School

READING AND ATTITUDE DATA:
COMPOSITE FINDINGS

Standardized Tests

Standardized tests were administered by classroom teachers to all of the children in grades 1-6 in May, 1972 and again in May, 1973. For the purpose of this study, the 1972 results constitute the pre-test and the 1973 results constitute the post-test. Since we were primarily interested in tracking the performance of individual children over a one-year span (during which they had been promoted to a higher grade) we utilized pre-test data for grades 1-5 and post-test data for grades 2-6. The following chart is a summary of the instruments, forms, levels, dates of administration, and national norms for the pre and post-tests utilized in the evaluation.

Figure 9. Forms and Dates for Standardized Tests Administered During the 1971-72 and 1972-73 School Years

GRADE	TEST	FORM ADMINISTERED 5/72	FORM ADMINISTERED 5/73
1	Cooperative Primary Tests Reading	12A National Norm = 1.8	12A National Norm = 1.8
2	Cooperative Primary Tests Reading	23A National Norm = 2.8	23A National Norm = 2.8
3	Cooperative Primary Tests Reading	23B National Norm = 3.8	23B National Norm = 3.8
4	Comprehensive Tests of Basic Skills Reading	Q1 National Norm = 4.8	Q1 National Norm = 4.8
5	Comprehensive Tests of Basic Skills Reading	Q2 National Norm = 5.8	R2 National Norm = 5.8
6	Comprehensive Tests of Basic Skills Reading	R2 National Norm = 6.8	Q2 National Norm = 6.8

All scores were translated into grade equivalents, and mean grade equivalents were computed for both the pre and post-tests on the basis of grade level.* In addition to the means computed for the 1972 and 1973 test administrations, grade level means for 1971 were available from the Work Statements prepared by each of the schools for national Right to Read. The 1971 scores are not directly comparable in all cases, since some of those tests were administered in October**, rather than in May. Nevertheless, they are being included in this overview in order to provide an additional basis for comparison and to expand the longitudinal dimension of the data.

Figure 10 is a summary of the mean grade equivalents achieved by each grade level on the three succeeding years. Different groups of children are, of course, represented at the same grade level in each succeeding year. An estimate of gain can be secured by making cross-comparisons (e.g., grade 2 in 1971 → grade 3 in 1972 → grade 4 in 1973) but this does not constitute a precise statement of individual gain because of the turnover factor.***

Figure 10 Comparison of Mean Grade Equivalents on Standardized Tests Administered in 1971, 1972, and 1973--Prescott

GRADE	MEAN GRADE EQUIVALENTS		
	Oct. 1971	May 1972	May 1973
1		1.9	
2	2.0	3.0	3.1
3	2.1	3.2	3.2
4	2.9	3.9	3.8
5	3.3	4.3	4.7
6	4.1		5.6

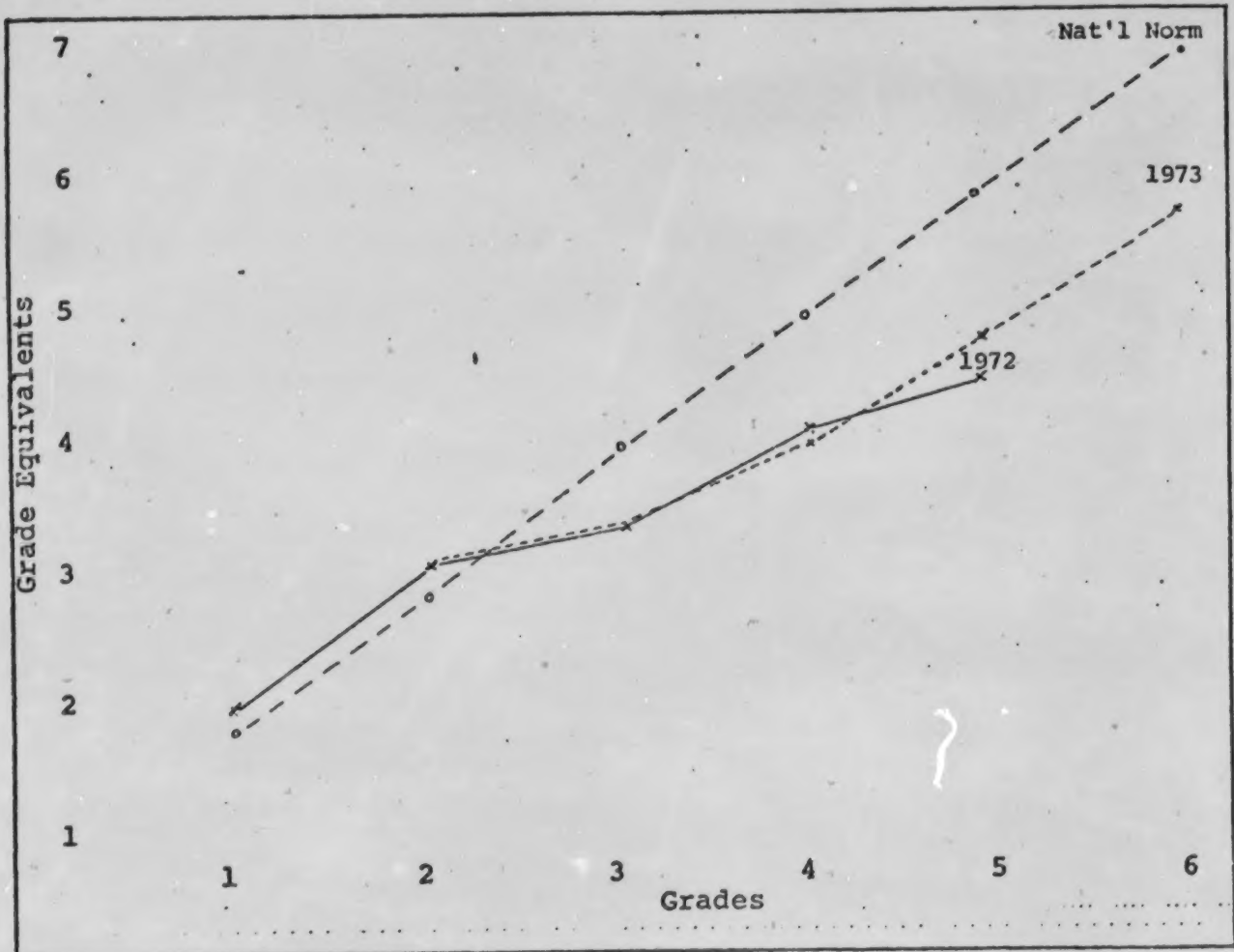
*Class by class means were also computed and are contained in the next section of this report.

**National Norms for October are 1.1, 2.1, 3.1, 4.1, 5.1, and 6.1, respectively in contrast to the May norms of 1.8, 2.8, etc.

***Gains based on individual performance appear in Figure 19.

The same information, for 1972 and 1973 only, is shown graphically in the following figure. Comparison with the National Norm makes possible a determination of the mean deviation from the norms.

Figure 11. Comparison of Mean Grade Equivalents for Standardized Tests Administered May, 1972, and May, 1973.



While mean scores tend to obscure the wide range of individual differences, the following conclusions may be drawn from the foregoing data:

Grade 2 and 3 GE's increased 10 and 11 months respectively in the seven months between the October, 1971, tests and the May, 1972, tests. As noted earlier, however, an October-May increase is likely to be higher than a May-May increase because October scores frequently reflect a summer decline. The May, 1972, gains in both second and third grades were maintained in 1973, although the only further gain was a single month in grade 2. Grade 4 showed a similar 10 month gain between 1971 and 1972 and a one month decline in 1973.

Greatest progress between 1972 and 1973 GE's was registered by the fifth grade, which showed a four month gain. While 1972 figures are not available for the sixth grade, the increase between October, 1971, and May, 1973, was 1.5, ahead of the fifth grade increase for the same time period. With the exception of the fifth, and possibly the sixth grades, most of the gains occurred between 1971 and 1972, rather than between 1972 and 1973. This suggests that particular impetus was generated during the planning phase and that the operational phase has not yet produced major test score gains.

Overall, Prescott's scores are below the national norms at all grade levels from three through six, but the negative deviation remains constant, rather than increasing, in the upper grades.

Another, perhaps more productive way of looking at the data is in terms of gain scores. Based on our "tracking" of individual students, the mean gain scores reflect the actual gains achieved between May, 1972 and May, 1973 for those students for whom we have pre and post scores. Since a full year elapsed between May, 1972 and May, 1973, a full month's gain for every month in school would yield a gain score of 1.0. As pointed out in the introduction, however, a negative gain is frequent between May and October, so that a gain of less than 1.0 is generally to be anticipated. Again, the mean scores tend to obscure the vast individual differences shown in the section on individual data (with individual gains ranging from a loss of over one year to a gain of several years for different students within the same grade level). The following chart is a summary of the mean gain scores. Children are listed in terms of their present grade level (i.e., as of May, 1973).

Figure 12. Mean Gain Scores Achieved Between May, 1972 and May, 1973

GRADE	MEAN GAIN
Prescott	
2	1.18
3	.09
4	.44
5	.66
6	1.45

Prescott gains exceed the 1.0 at grade 1, fall to just below one month at grade 2 and steadily improve thereafter, with approximately $1\frac{1}{2}$ years gained for one year in grade 6. Overall, however, Prescott falls slightly short of the month-for-month gain required to "keep up".

In this connection, a question must be raised concerning the meaning of negative gain scores (i.e., losses), which serve to depress the overall mean gains; namely, whether the child has actually lost a reading skill which he once possessed or whether his measured performance is adversely affected by such extraneous factors as the form of the test, problems with vision or hearing, an emotional state, or other factors. While there are no conclusive answers to this theoretical issue, it is interesting to note that gain scores are higher for the 4th than for the 3rd grade at all three schools (coincidental with the shift from the Co-op Primary to the CTBS).

In interpreting all of the foregoing data on standardized tests, the reader is reminded that the Right to Read programs had been operational for a maximum of only 6-7 months at the time of the post-test and that many portions of the program (particularly those related to the provision of special materials) have been operational for an even briefer period.

Attitude Tests

An attitude test comprised of 25 items was administered by classroom teachers in May, 1973. The test proved too difficult for 1st and 2nd grade children and results are therefore reported for grades 3-6 only. The maximum possible score is 125 and a percentile range, based on the 944 tests completed in grades 3-6 at all three schools, was computed as follows:

Figure 13. Percentile Level and Score Range

Percentile Level	Bottom 10% 1	2	3	4	5	6	7	8	9	Top 10% 10
Score Range	Below 78	78-83	84-86	87-90	91-93	94-96	97-99	100-103	104-108	Over 108

Mean attitude scores and their corresponding percentile rank, by grade level, are shown on the following chart:

Figure 14. Mean Post Attitude Scores, by Grade Level

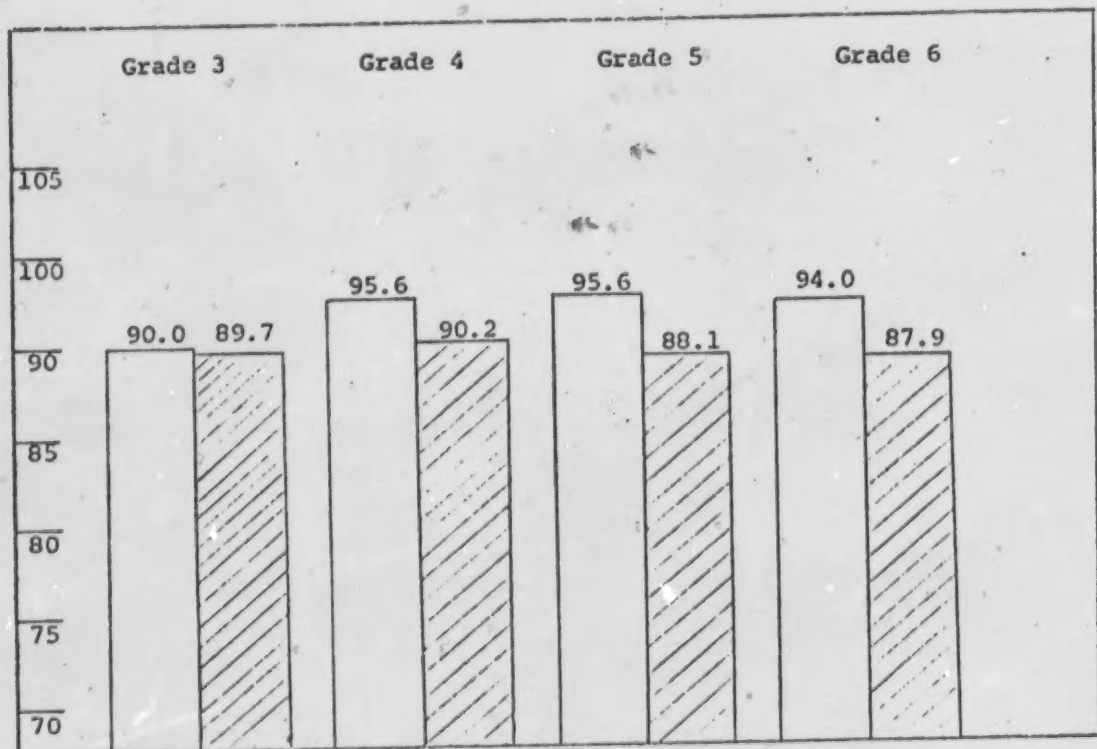
GRADE	PRESCOTT	
	Mean Score	Percentile Rank
3	90	40th
4	93	50th
5	90	40th
6	91	50th
School Average	91.0	50th

Since pre-test scores were not available, no pre/post comparisons or gain scores could be computed. Furthermore, since the test has not been standardized, there are no national norms against which deviations could be measured.

Analytic focus was therefore directed to comparing the attitude test results with reading performance. The total attitude test scores, and percentile ranks, were examined in relation to

reading scores--individually, by grade level and by school. A relationship between the two sets of scores was found to exist, but the relatively low correlation between them is reflective of the fact that the attitude test is measuring something different from the specific skills measured by standardized reading tests. The following graph portrays the relationship between reading test scores and attitude scores on a grade level basis. Each class was listed in descending order on the basis of reading test scores for May, 1972. The class list was then divided at the midpoint and mean attitude scores were computed for the top half compared with the bottom half, producing the following results:

Figure 15. Mean Attitude Scores for Children Scoring in the Top Half of Their Class on Standardized Reading Tests as Compared with Those Scoring in the Bottom Half.



Key:  Mean attitude scores for top half of class, in terms of reading scores.

 Mean attitude scores for bottom half of class, in terms of reading scores.

Wide variations were noted between mean attitude scores on a class-by-class basis, from a low of 79.5 (20th percentile) to a high of 98.4(70th percentile). The relationship of this finding to teacher attitudes, teaching approaches, peer group pressures or other factors cannot be determined at this time.

A plotting of the individual attitude test score relationship for all three schools and an inter-school comparison is contained within the Summary. Numerous other comparisons might have been explored but the discovery of the full meaning of the attitude test scores (and sub-scales) will need to await a second testing and additional work in the determination of reliability and validity.

READING AND ATTITUDE DATA:

INDIVIDUAL FINDINGS

The following pages contain a class-by-class, child-by-child compilation of all of the available data. Each item contained in these pages will be briefly described and discussed below:

- o Identifying data--grade, school, city, state, days in school year, hours in school day, and full information about the testing instruments and administration dates--are at the top of each page.
- Personalized identifying data--names of teachers and students--have been removed in order to protect the confidentiality of the data.
- o Demographic data--age, race, and sex--comprise the first three columns. A key to symbols used is provided at the bottom of each page. As noted earlier, this data was completed for all children at Webster School (in response to a request from CRI); partial data was secured from the other two schools and is included wherever available.
- o Participation data--average number of hours of daily Right to Read instruction and total days absent during school year--is included for Webster School only (in response to a request by CRI). No statistical manipulation of this data was undertaken, but direct observation fails to reveal the anticipated association between level of participation and outcome data.
- o Reading test information: '72GE represents the pre-test scores, expressed in grade equivalents*. Children with pre-test scores who did not "match" present enrollees were excluded. Pre-tests were given in May, 1972, when the children were actually in a lower grade than the grade identified at the top of the sheet.
- '73GE represents the post-test scores, again expressed in grade equivalents*. All children with post test scores are included. Post-tests were given in May, 1973, when the children were in the grades shown at the tops of the pages.

The sequential order on the page is determined by the '73 grade equivalents, in descending rank order.

Gains represent the actual discrepancy between scores on the pre and post-tests (i.e., post-test score minus pre-test score) for each child with a pre and post score. Since a full year has elapsed between pre and post scores, a full month for month gain score would equal 1.0. Thus, a .7 gain, for example, would represent a GE gain of seven months and would imply a loss of three months as compared with the national norms.

*See chart on page 14 for a summary of instruments, forms, levels, dates and norms.

All three columns show computed means (at the bottom of the column). The post-test mean is based on all children with post-test scores, regardless of whether a match to pre-test score was accomplished. For this reason, subtracting the mean pre-test score from the mean post-test score may provide a different mean gain than that shown for the mean gain column, (since the latter is the mean of gains achieved only by individuals for whom we have both pre and post matched scores).

- o Attitude test information: The column entitled "Total" refers to the total raw score achieved on the post-attitude test (administered in May, 1973). The maximum possible score is 125 (five points each for 25 items). An analysis of all scores secured at the three schools yielded the following percentile distribution of scores.

Percentile Level	Bottom 10% 1	2	3	4	5	6	7	8	9	Top 10% 10
Score Range	Below 78	78-83	84-86	87-90	91-93	94-96	97-99	100-103	104-108	Over 108

For Webster 5th and 6th grade classes only, there are two additional columns: the first (labeled PA) refers to the pre-attitude sub-scale and the second (labeled SUB) refers to the post-attitude sub-scale. These are identical scales of seven items, administered one year apart. The maximum possible score on each is 35 points, and gains or losses can be readily ascertained by visual inspection.

Together, the following pages contain a vast amount of usable data. Numerous analyses were undertaken in the course of the evaluation study but many more are possible, utilizing the data which is being provided. It is hoped that this information will be of particular value as baseline data for subsequent evaluation studies.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 2 School Name Prescott City Oakland State California
 Teacher A Total Days/School Year 174 * Total Hours/School Day 4 hrs., 15 min. *
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 12A Date Given May '72
 POST-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
8	3	F			3.6	4.5	.9	
		F				4.2		
7	10	F			2.5	4.1	1.6	
8	2	M			2.6	3.6	1.0	
8	1	M			1.8	3.6	1.8	
7	9	F			1.8	3.6	1.8	
7	9	M			1.8	3.4	1.6	
7	10	F			3.8	3.4	-.4	
7	8	M			1.6	3.3	1.7	
8	3	M			1.9	2.7	.8	
7	9	F			2.0	2.6	.6	
8	6	F			1.1	2.4	1.3	
8	0	F			2.2	2.1	-.1	
8	5	F			2.5	2.1	-.4	
7	9	F				2.0		
8	1	F				1.6		
		M				1.1		
8	3	M			1.1	1.0	-.1	
7	9	M			1.0	1.0	0.	
					2.1	2.8	.81	0.

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 2 School Name Prescott City Oakland State California
 Teacher B Total Days/School Year 174 * Total Hours/School Day 4 hrs., 15 min. *
 PRE-TEST INSTRUMENT CTB Form/Level 12A Date Given May '72
 POST-TEST INSTRUMENT CTB Form/Level 23A Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
8 11		F			2.5	3.9	1.4	
7 8		M			2.6	3.9	1.3	
7 10		F			2.2	3.7	1.5	
8 6		M			2.4	3.7	1.3	
7 8		M			2.5	3.6	1.1	
7 10		F			1.5	3.3	1.8	
8 5		M			1.5	3.2	1.7	
8 3		M			1.9	2.8	.9	
8 2		F			2.9	2.7	-.2	
7 6		F			1.3	2.5	1.2	
8 3		F				2.3		
8 0		M			1.4	2.0	.6	
7 10		M				1.8		
8 0		M			1.5	1.8	.3	
7 11		M				1.7		
7 6		M			1.7	1.6	-.1	
					2.0	2.8	.98	0.

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 2 School Name Prescott City Oakland State California
 Teacher C Total Days/School Year 174 *Total Hours/School Day 4 hrs., 15 min. *
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 12A Date Given May '72
 POST-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
8	5	F			3.2	4.4	1.2	
7	5	M			1.9	4.4	2.5	
7	11	F			3.2	4.2	1.0	
7	6	M			2.4	4.2	1.8	
7	10	M			2.1	4.1	2.0	
7	6	M			1.4	4.1	2.7	
7	7	M				4.0		
9	4	M				4.0		
8	3	F			2.4	4.0	1.6	
8	5	M			1.9	4.0	2.1	
7	6	F			1.0	3.8	2.8	
8	8	F				3.8		
7	11	M			1.5	3.6	2.1	
		F				3.3		
9	2	F			2.7	3.0	.3	
8	2	F			2.0	2.8	.8	
8	8	M			1.6	1.9	.3	
		M				1.8		
					2.1	3.6	1.63	0.

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 2 School Name Prescott City Oakland State California
 Teacher D Total Days/School Year 174 * Total Hours/School Day 4 hrs., 15 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 12A Date Given May '72

POST-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
7	8	M			2.9	4.6	1.7	
7	9	F			1.4	4.4	3.0	
8	3	F			2.4	4.0	1.6	
7	10	M			1.7	3.8	2.1	
8	3	F			2.7	3.8	1.1	
8	6	F			2.0	3.6	1.6	
8	0	M			1.5	3.5	2.0	
9	5	M			1.5	3.1	1.6	
8	2	F			1.5	3.1	1.6	
7	11	M			1.6	3.1	1.5	
7	6	F			2.0	2.9	.9	
7	6	M				2.9		
7	9	M			1.4	2.9	1.5	
8	2	M			1.8	2.7	.9	
7	9	F			1.8	2.3	.5	
7	9	F			1.9	2.3	.4	
8	2	F				2.1		
7	11	F			1.7	2.0	.3	
7	7	F			1.8	2.0	.2	
					1.9	3.1	1.32	0.

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 3 School Name Prescott City Oakland State California

Teacher E Total Days/School Year 174 * Total Hours/School Day 4 hrs., 15 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '72

POST-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
8 9		F			3.7	4.3	.6	103
9 3		F			3.4	3.9	.5	
9 1		F			2.3	3.3	1.0	87
9 1		F			2.8	3.2	.4	112
8 0		F			2.6	3.1	.5	84
8 9		F			3.1	3.1	0.	106
8 9		M			2.4	3.1	.7	80
9 2		F			3.0	2.9	-.1	93
8 3		M				2.6		81
9 2		M			1.9	2.5	.6	93
8 10					1.9	2.5	.6	
8 11		F			2.7	2.5	-.2	78
10 0		F			2.7	2.4	-.3	81
9 7		F			2.8	2.4	-.4	
8 11		M			2.5	2.3	-.2	92
9 2		M			1.6	2.0	.4	85
8 8		F				2.0		
9 2		F			2.2	2.0	-.2	85
8 6		F			1.9	2.0	.1	86
9 3		M			1.9	1.9	0.	
10 0		F			2.5	1.8	-.7	90
9 2		F			2.6	1.3	-1.3	85
					2.5	2.6	.10	89.3

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 3 School Name Prescott City Oakland State California
 Teacher F Total Days/School Year 174 *Total Hours/School Day 4 hrs., 15 min. *
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 23 A Date Given May '72
 POST-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
8 11		F			3.5	3.8	.3	89
8 6		F			3.5	3.5	0.	71
9 1		F			3.9	3.4	-.5	69
8 7		M			3.0	3.2	.2	85
9 1		M				3.1		81
9 3		F			3.6	3.1	-.5	
9 2		M			2.7	2.9	.2	
9 6		F				2.8		
8 6		F				2.8		
8 5		M			3.1	2.8	-.3	
8 11		M			3.3	2.8	-.5	79
9 1		F			3.3	2.5	-.8	67
9 3		M			2.5	2.4	-.1	
9 4		M			3.5	2.2	-1.3	
8 8		M				2.2		
9 5		M			3.6	2.2	-1.4	89
9 2		F			3.8	2.2	-1.6	
9 2		M			3.0	2.1	-.9	
8 8		M			2.6	2.0	-.6	
8 10		F			3.5	1.9	-1.6	
8 9		M			3.9	1.8	-2.1	85
9 7		F			2.1	1.2	-.9	
					3.2	2.6	-.69	79.5

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 3 School Name Prescott City Oakland State California

Teacher G Total Days/School Year 174 *Total Hours/School Day 4 hrs., 15 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '72

POST-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
9	2	F			3.2	5.0	1.8	
9	2	F			4.2	4.9	.7	108
8	8	F			4.5	4.9	.4	98
8	11	F			4.5	4.9	.4	91
9	3	F			4.4	4.9	.5	96
8	8	F			4.0	4.8	.8	90
10	1	F			4.2	4.8	.6	
8	10	F			4.5	4.8	.3	
9	4	M			4.5	4.8	.3	101
9	5	F			2.8	4.6	1.8	
9	10	M			2.6	4.6	2.0	
9	2	F			3.9	4.6	.7	84
9	2	F			4.3	4.5	.3	93
9	5	M				4.5		87
10	4	F			1.7	4.4	2.7	
		M			2.5	4.2	1.7	92
10	7	M				4.2		90
8	11	M			2.0	4.1	2.1	99
8	6	M			4.4	4.1	-.3	110
8	11	M			4.6	3.8	-.8	90
8	9	F			3.4	3.8	.4	
8	11	M			4.6	3.7	-.9	110
9	5	M			2.7	3.1	.4	103
8	0	M			3.1	3.0	-.1	104
		F				2.5		
					3.7	4.3	.72	93.8

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 4 School Name Prescott City Oakland State California
 Teacher H Total Days/School Year 174 *Total Hours/School Day 5 hrs., 20 min. *
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
10	3	F			3.4	5.6	2.2	85
10	1	F			4.6	5.2	.6	101
10	3	M			4.0	4.6	.6	88
10	5	F			4.2	4.6	.4	
10	4	M			3.2	4.2	1.0	96
10	7	F			4.3	4.2	-.1	83
9	10	M			3.0	4.1	1.1	
10	4	M				3.9		92
10	1	M			2.6	3.9	1.3	82
9	6	M			2.6	3.8	1.2	95
9	11	F			3.7	3.7	0.	78
9	9	F				3.5		96
9	10	F			4.8	3.3	-1.5	94
10	2	F				3.2		89
11	5	F				3.2		82
10	8	M			2.7	3.1	.4	97
8	0	M			3.9	3.0	-.9	70
9	10	F			2.7	2.5	-.2	109
					3.5	3.9	.44	89.9

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 4 School Name Prescott City Oakland State California

Teacher I Total Days/School Year 174 *Total Hours/School Day 5 hrs., 20 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '72

POST-TEST INSTRUMENT CTBS Form/Level 01 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
10	0	M				9.0		84
9	7	M			3.2	7.0	3.8	101
10	0	M			4.0	5.8	1.8	118
10	0	F				5.4		106
10	1	F			4.3	5.2	.9	93
9	11	M			4.5	4.9	.4	116
10	0	F			4.6	4.7	.1	98
9	9	F			3.0	4.5	1.5	94
10	3	F			3.7	4.5	.8	79
9	5	F			3.3	4.4	1.1	95
10	2	F			3.4	4.1	.7	
9	8	M			3.2	3.9	.7	
11	1	F			3.2	3.8	.6	
10	6	M			3.9	3.8	-.1	
9	10	M			3.1	3.6	.5	
10	0	M				3.4		
9	9	M				3.1		
					3.6	4.8	.98	98.5

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 4 School Name Prescott City Oakland State California
 Teacher J Total Days/School Year 174 *Total Hours/School Day 5 hrs., 20 min. *
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GF	73GE	GAIN	TOTAL
9	6	F			4.3	5.4	1.1	105
11	4	M				5.4		92
10	1	M			3.2	4.7	1.5	94
10	0	M			3.9	4.3	.4	104
9	7	F			2.9	3.5	.6	87
10	2	F			2.8	3.4	.6	96
9	8	M			2.2	3.3	1.1	104
9	6	F			2.7	3.3	.6	75
10	0	F			1.2	3.1	1.9	77
9	8	M			4.2	2.9	-1.3	95
9	8	M			2.0	2.8	.8	93
11	1	M				2.8		78
9	8	M			2.5	2.6	.1	102
9	10	M			2.7	2.6	-.1	
10	3	M			3.3	2.5	-.8	88
10	3	M				2.4		78
10	4	M			3.1	2.4	-.7	
9	6	F			2.4	2.4	0.	100
9	10	M			3.2	2.3	-.9	
10	2	M			2.9	1.1	-1.8	
10	2	M			3.4	1.0	-2.4	
					2.9	3.1	.04	91.7

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 5 School Name Prescott City Oakland State California
 Teacher K Total Days/School Year 174 *Total Hours/School Day 5 hrs., 20 min. *
 PRE-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level R2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
10	9	M			7.3	9.0	1.7	
10	8	M			6.7	7.1	.4	102
11	2	F			4.9	5.9	1.0	95
10	6	F			4.9	5.7	.8	110
10	11	M			6.7	5.1	-1.6	84
10	11	F				5.1		100
10	11	M			4.2	4.8	.6	104
11	4	M			3.3	4.8	1.5	100
10	9	F			5.8	4.8	-1.0	
11	3	F			3.8	4.8	1.0	106
10	10	F				4.7		87
10	7	F			3.2	4.7	1.5	87
11	4	F				4.5		104
10	6	F			4.1	4.2	.1	100
11	5	F			3.6	4.1	.5	96
11	0	M			4.9	4.1	-.8	
11	3	M			3.1	3.6	.5	86
10	7	M				3.5		
10	11	F			3.2	3.5	.3	97
					4.6	4.9	.43	97.2

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 5 School Name Prescott City Oakland State California
 Teacher L Total Days/School Year 174 *Total Hours/School Day 5 hrs., 20 min. *
 PRE-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level R2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	G4IN	TOTAL
11	8	M			4.9	6.8	1.9	101
10	6	F			4.7	5.1	.4	114
11	1	M			3.7	4.8	1.1	93
10	8	M			3.6	4.7	1.1	85
11	5	F				4.5		83
10	11					4.3		89
10	7	F				4.3		85
11	2	F			4.1	4.0	-.1	93
11	4	F			2.3	3.9	1.6	83
11	5	M			4.9	3.7	-1.2	101
11	8	M				3.4		
12	1	M			4.0	3.2	-.8	84
10	10	M				3.1		83
11	4	M			1.0	3.1	2.1	99
11	4	M			4.9	2.9	-2.0	65
11	10	F			2.9	2.9	0.	92
10	6	F			3.0	2.8	-.2	73
10	9	M			2.3	2.3	.5	86
11	5	M			3.5	2.8	-.7	113
11	7	M				2.0		89
					3.6	3.8	.26	90.1

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 5 School Name Prescott City Oakland State California
 Teacher M Total Days/School Year 174 *Total Hours/School Day 5 hrs., 20 min. *
 PRE-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level R2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
11	2	F			8.3	11.5	3.2	105
11	1	F			5.8	9.3	3.5	107
10	8	M			4.5	8.2	3.7	
11	0	F			5.4	7.4	2.0	
10	11	F				7.4		79
11	3	F			2.9	5.3	2.4	99
11	1	M			4.2	5.3	1.1	91
11	2	F			4.3	5.1	.8	101
11	2	F			4.9	4.9	0.	97
10	7	F			5.8	4.7	-1.1	86
11	2	F				4.6		92
11	0	F			4.5	4.6	.1	94
11	5	M			3.0	4.5	1.5	70
10	10	M			4.2	4.3	.1	66
11	4	M			3.4	4.3	.9	99
10	6	M			3.6	3.9	.3	80
12	9	M			3.3	3.7	.4	72
11	6	F			2.6	3.4	.8	93
10	8	F				2.8		83
					4.4	5.5	1.23	89.1

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 6 School Name Prescott City Oakland State California
 Teacher N Total Days/School Year 174 *Total Hours/School Day 5 hrs., 20 min. *
 PRE-TEST INSTRUMENT CTBS Form/Level Q2 Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level Q2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
11	0				8.5	10.7	2.2	104
12	4	F			5.5	8.3	2.8	99
11	6	F			5.5	7.8	2.3	94
12	2	F			6.5	7.6	1.1	81
12	8	M				7.4		81
12	1	M			6.2	7.2	1.0	85
11	7	M				6.3		
11	9	M			2.9	6.1	3.2	90
12	2	M			5.3	5.7	.4	94
12	4	M			5.0	5.4	.4	100
12	4	F			3.2	5.2	2.0	84
12	1	F			5.0	5.2	.2	78
11	8	F			3.6	5.2	1.6	91
12	2	M				5.1		91
		M			4.0	5.1	1.1	94
11	6	M			3.9	5.0	1.1	113
12	7	F			4.2	5.0	.8	
11	6	F				4.9		101
12	10	M			3.9	4.8	.9	82
12	8	M			4.6	4.6	0.	88
11	6	M			3.5	4.6	1.1	94
11	11	F			3.1	4.5	1.4	
11	10	F			3.4	4.3	.9	84
					4.6	5.9	1.29	91.4

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 6 School Name Prescott City Oakland State California
 Teacher 0 Total Days/School Year 174 *Total Hours/School Day 5 hrs., 20 min. *
 PRE-TEST INSTRUMENT CTBS Form/Level Q2 Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level Q2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
12	3	M			6.5	10.7	4.2	87
12	0	F			4.8	7.2	2.4	104
11	7	F			5.1	6.6	1.5	96
11	10	F			1.0	6.3	5.3	82
11	7	F			4.6	5.6	1.0	98
11	6	F			4.0	5.6	1.6	106
11	11	M			4.5	5.1	.6	105
11	10	M			4.3	5.0	.7	94
11	10	F			4.5	4.9	.4	73
12	0	F			2.5	4.8	2.3	105
11	10	F			4.3	4.8	.5	82
12	2	M			4.6	4.8	.2	77
12	2	M			3.4	4.5	1.1	85
11	10	M			2.9	4.3	1.4	73
12	4	M				4.1		87
12	5	M			2.3	3.6	1.3	96
12	1	M			3.7	3.6	-.1	92
11	7	M			2.5	3.5	1.0	92
11	8	M			3.4	3.3	-.1	89
12	10	M			2.5	3.1	.6	84
12	1	M			1.3	2.6	1.3	89
13	1	M				2.1		
					3.6	4.8	1.36	90.3

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 6 School Name Prescott City Oakland State California
 Teacher P Total Days/School Year 174 *Total Hours/School Day 5 hrs., 20 min. *
 PRE-TEST INSTRUMENT CTBS Form/Level Q2 Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level Q2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
11	8	F			5.7	9.3	3.6	107
11	7	M			4.3	9.3	5.0	98
12	1	M			6.5	7.6	1.1	112
13	0	M			4.8	7.2	2.4	81
12	5	M			5.3	7.0	1.7	98
12	5	M			4.6	6.6	2.0	89
11	11	F			3.9	6.6	2.7	91
12	2	M			4.8	6.3	1.5	95
12	6	M			4.5	6.3	1.8	103
13	4	F				6.1		
11	8	M				6.0		88
12	0	M			5.0	5.8	.8	96
12	8	M			6.0	5.7	-.3	85
12	8	M			3.6	5.1	1.5	98
11	10	F			3.9	4.7	.8	93
12	5	M			3.5	4.3	.8	99
13	5	M				4.1		95
11	9	M				4.1		
		F				4.0		92
					4.7	6.1	1.81	95.3

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

FINDINGS

Webster School

READING AND ATTITUDE DATA:
COMPOSITE FINDINGS

Standardized Tests

Standardized tests were administered by classroom teachers to all of the children in grades 1-6 in May, 1972 and again in May, 1973. For the purpose of this study, the 1972 results constitute the pre-test and the 1973 results constitute the post-test. Since we were primarily interested in tracking the performance of individual children over a one-year span (during which they had been promoted to a higher grade) we utilized pre-test data for grades 1-5 and post-test data for grades 2-6. The following chart is a summary of the instruments, forms, levels, dates of administration, and national norms for the pre and post-tests utilized in the evaluation.

Figure 16. Forms and Dates for Standardized Tests Administered During the 1971-72 and 1972-73 School Years

GRADE	TEST	FORM ADMINISTERED 5/72	FORM ADMINISTERED 5/73
1	Cooperative Primary Tests Reading Mathematics	12A National Norm = 1.8	12A National Norm = 1.8
2	Cooperative Primary Tests Reading Mathematics	23A National Norm = 2.8	23A National Norm = 2.8
3	Cooperative Primary Tests Reading Mathematics	23B National Norm = 3.8	23B National Norm = 3.8
4	Comprehensive Tests of Basic Skills Reading Arithmetic	Q1 National Norm = 4.8	Q1 National Norm = 4.8
5	Comprehensive Tests of Basic Skills Reading Arithmetic	Q2 National Norm = 5.8	R2 National Norm = 5.8
6	Comprehensive Tests of Basic Skills Reading Arithmetic	R2 National Norm = 6.8	Q2 National Norm = 6.8

All scores were translated into grade equivalents, and mean grade equivalents were computed for both the pre and post-tests on the basis of grade level.* In addition to the means computed for the 1972 and 1973 test administrations, grade level means for 1971 were available from the Work Statements prepared by each of the schools for national Right to Read. The 1971 scores are not directly comparable in all cases, since some of those tests were administered in October**, rather than in May. Nevertheless, they are being included in this overview in order to provide an additional basis for comparison and to expand the longitudinal dimension of the data.

Figure 17 is a summary of the mean grade equivalents achieved by each grade level on the three succeeding years. Different groups of children are, of course, represented at the same grade level in each succeeding year. An estimate of gain can be secured by making cross-comparisons (e.g., grade 2 in 1971 → grade 3 in 1972 → grade 4 in 1973) but this does not constitute a precise statement of individual gain because of the turnover factor.***

Figure 17. Comparison of Mean Grade Equivalents on Standardized Tests Administered in 1971, 1972, and 1973--Webster

GRADE	MEAN GRADE EQUIVALENTS		
	May 1971	May 1972	May 1973
1	1.8	2.0	
2	2.3	2.4	2.4
3	2.9	3.2	2.8
4	Oct. 1971 3.4	4.2	4.0
5	3.7	4.6	4.3
6	4.1		4.9

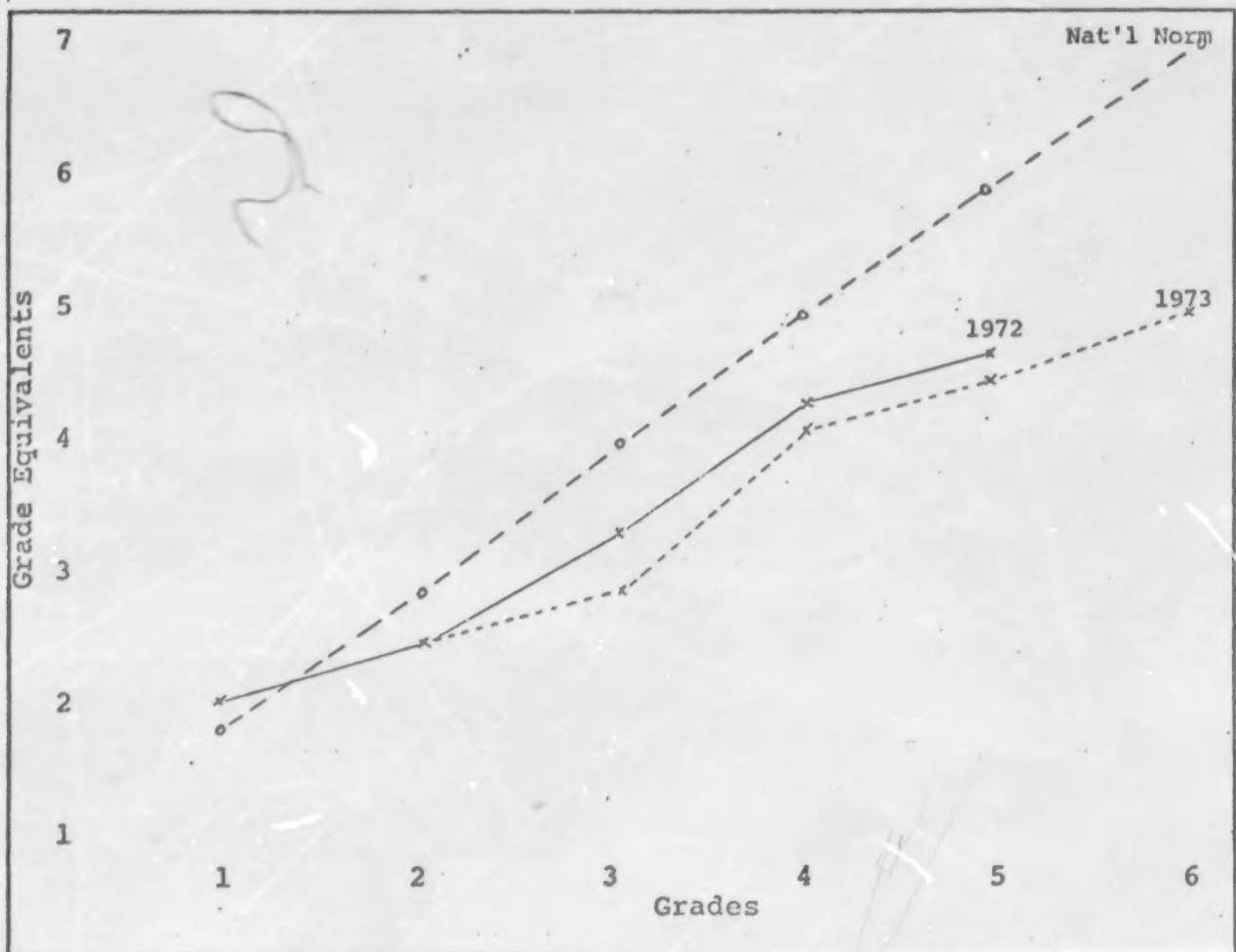
*Class by class means were also computed and are contained in the next section of this report.

**National Norms for October are 1.1, 2.1, 3.1, 4.1, 5.1, and 6.1, respectively in contrast to the May norms of 1.8, 2.8, etc.

***Gains based on individual performance appear in Figure 19.

The same information, for 1972 and 1973 only, is shown graphically in the following figure. Comparison with the National Norm makes possible a determination of the mean deviation from the norms.

Figure 18. Comparison of Mean Grade Equivalents for Standardized Tests Administered May, 1972, and May, 1973.



While mean scores tend to obscure the wide range of individual differences, the following conclusions may be drawn from the foregoing data:

Webster GE's for grades 1, 2, and 3 showed gains ranging from one to three months between May, 1971, and May, 1972. The second grade gain was maintained in 1973, but the third grade slipped to just slightly below the 1971 level.

The fourth grade GE increased eight months in the seven-month period between October, 1971, and May, 1972, and there was a very slight decline (two months) from May, 1972, to May, 1973. The same pattern occurred in the fifth grade, with a nine month gain from October, 1971, to May, 1972, and a three month slippage from May, 1972 to May, 1973. As noted elsewhere, October-May increases are likely to be higher than May-May increases because of summer declines. No sixth grade scores are available for May, 1972, but there was an eight month increase for the period between October, 1971, and May, 1973.

Overall, Webster scores were below grade level at all grades (except the first) in both 1972 and 1973. Negative deviation from the norm increased slightly in 1973. A possible explanation derives from the fact that both staff and students have had to adapt to new program approaches within the last six or seven months, and that these new programs have been fully operational for only a very few months.

Another, perhaps more productive way of looking at the data is in terms of gain scores. Based on our "tracking" of individual students, the mean gain scores reflect the actual gains achieved between May, 1972 and May, 1973 for those students for whom we have pre and post scores. Since a full year elapsed between May, 1972 and May, 1973, a full month's gain for every month in school would yield a gain score of 1.0. As pointed out in the introduction, however, a negative gain is frequent between May and October, so that a gain of less than 1.0 is generally to be anticipated. Again, the mean scores tend to obscure the vast individual differences shown in the section on individual data (with individual gains ranging from a loss of over one year to a gain of several years for different students within the same grade level). The following chart is a summary of the mean gain scores. Children are listed in terms of their present grade level (i.e., as of May, 1973).

Figure 19. Mean Gain Scores Achieved Between May, 1972 and May, 1973

GRADE	MEAN GAIN
Webster	
2	.38
3	.50
4	.83
5	.25
6	.49

Webster students did not achieve the month-for-month gain at any level, although they came very close (eight months) in grade 4. Overall, they achieved a five month gain for a 10 month period.

In this connection, a question must be raised concerning the meaning of negative gain scores (i.e., losses), which serve to depress the overall mean gains; namely, whether the child has actually lost a reading skill which he once possessed or whether his measured performance is adversely affected by such extraneous factors as the form of the test, problems with vision or hearing, an emotional state, or other factors. While there are no conclusive answers to this theoretical issue, it is interesting to note that gain scores are higher for the 4th than for the 3rd grade at all three schools (coincidental with the shift from the Co-op Primary to the CTBS).

An additional analysis of Webster School gain scores was conducted by the school's personnel to attempt to ascertain the particular impact of the High Intensity Centers on student gains. The results are shown below:

Figure 20. Average Gain in Reading Achievement as Measured by Standardized Tests of Students (Grades 4, 5 & 6)

GRADE	HIGH INTENSITY CENTERS	CLASSROOM READING PROGRAM
6	Pre-Test: CTBS 10-72 * Post-Test: CTBS 5-73 N = 69 Average Gain = .67	same N = 58 Average Gain = .36
5	Pre-Test: CTBS 5-72 * Post-Test: CTBS 5-73 N = 51 Average Gain = .44	same N = 48 Average Gain = .07
4	Pre-Test: Co-op Primary 23B 5-72 * Post-Test: CTBS Q1 5-73 N = 80 Average Gain = .75	same N = 55 Average Gain = 1.08

*High Intensity began pulling students during the last week of October, 1972. The first two weeks in the program were spent testing and getting to know the students' levels. The students spent another month learning how to use all the kits in the room. Actual work on prescriptions did not begin until January, 1973. The room is still not entirely set up. Tape recorders did not arrive until March. Similar difficulties in getting operational existed for the classroom teachers.

2
In interpreting all of the foregoing data on standardized tests, the reader is reminded that the Right to Read programs had been operational for a maximum of only 6-7 months at the time of the post-test and that many portions of the program (particularly those related to the provision of special materials) have been operational for an even briefer period.

Attitude Tests

An attitude test comprised of 25 items was administered by classroom teachers in May, 1973. The test proved too difficult for 1st and 2nd grade children and results are therefore reported for grades 3-6 only. The maximum possible score is 125 and a percentile range, based on the 944 tests completed in grades 3-6 at all three schools, was computed as follows:

Figure 21. Percentile Level and Score Range

Percentile Level	Bottom 10%	1	2	3	4	5	6	7	8	9	Top 10%
Score Range	Below 78	78-83	84-86	87-90	91-93	94-96	97-99	100-103	104-108	Over 108	10

Mean attitude scores and their corresponding percentile rank, by grade level, are shown on the following chart:

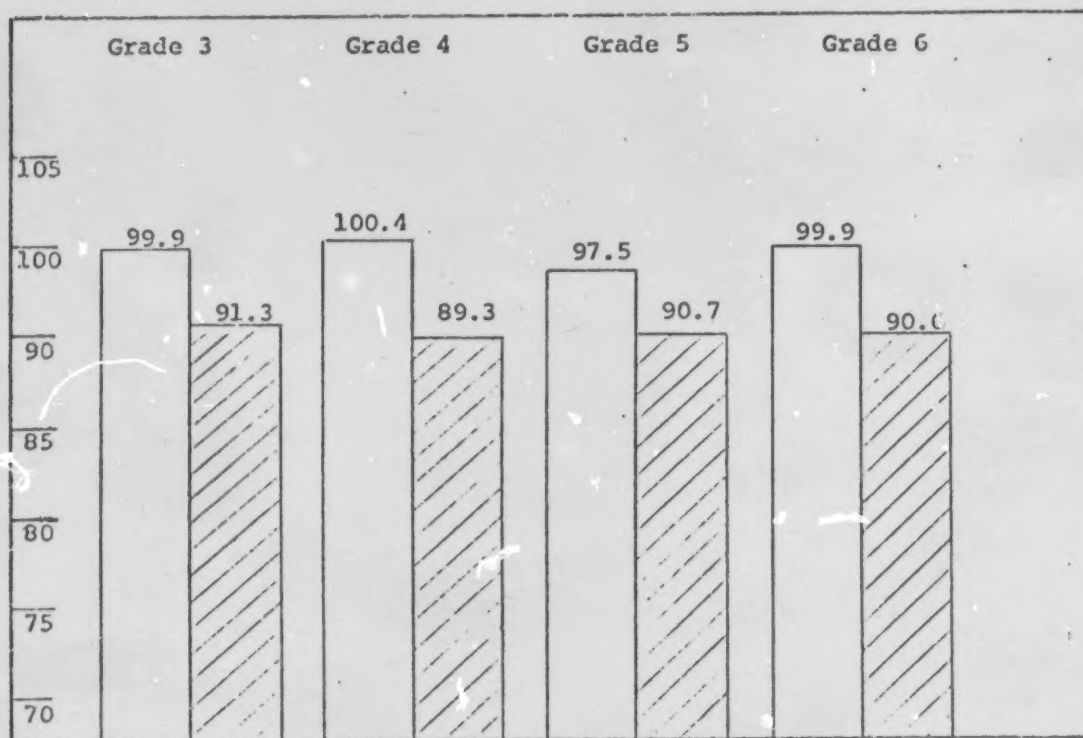
Figure 22. Mean Post Attitude Scores, by Grade Level

GRADE	WEBSTER	
	Mean Score	Percentile Rank
3	88	40th
4	95	60th
5	90	40th
6	92	50th
School Average	91.3	50th

Analytic focus was directed to comparing the attitude test results with reading performance. The total attitude test scores, and percentile ranks, were examined in relation to

reading scores--individually, by grade level and by school. A relationship between the two sets of scores was found to exist, but the relatively low correlation between them is reflective of the fact that the attitude test is measuring something different from the specific skills measured by standardized reading tests. The following graph portrays the relationship between reading test scores and attitude scores on a grade level basis. Each class was listed in descending order on the basis of reading test scores for May, 1972. The class list was then divided at the midpoint and mean attitude scores were computed for the top half compared with the bottom half, producing the following results:

Figure 23. Mean Attitude Scores for Children Scoring in the Top Half of Their Class on Standardized Reading Tests as Compared with Those Scoring in the Bottom Half.



Key:  Mean attitude scores for top half of class, in terms of reading scores.
 Mean attitude scores for bottom half of class, in terms of reading scores.

Wide variations were noted between mean attitude scores on a class-by-class basis, from a low of 84.8 (30th percentile) to a high of 103.6 (90th percentile). The relationship of this finding to teacher attitudes, teaching approaches, peer group pressures or other factors cannot be determined at this time.

Webster was the only school for which pre-test results were available. The scores for last year's fourth and fifth graders could therefore be compared with the scores of this year's fifth and sixth graders on a sub-set of seven identical items. Attitudinal change was compared with reading test gain scores, on the assumption that the two types of change might be related, yielding the following distribution:

Figure 24. Relation of Attitudinal Change (from May, 1972 to May, 1973) to Reading Test Gain Scores

Direction and Degree of Attitudinal Change on Sub-Scale	N	Average Reading Test Gain Score
Down 5 points or more	27	+.1
Down 2-4 points	23	+.3
No change (identical or 1 point up or down)	27	+.6
Up 2-4 points	15	+.76
Up 5 points or more	20	+.2
Total N = 112		

It will be noted that all but 27 of the 112 students included showed a change in attitude, with the majority (50 as compared with 35) showing a negative change.

The chart shows the expected correlation between gain and attitude change in four of the five categories, but the results must be interpreted cautiously because of the very small total N and the lack of information about the pre/post test reliability of the sub-scale.

A plotting of the individual attitude test score relationships for all three schools and an inter-school comparison is contained within the Summary. Numerous other comparisons might have been explored but the discovery of the full meaning of the attitude test scores (and sub-scales) will need to await a second testing and additional work in the determination of reliability and validity.

READING AND ATTITUDE DATA:

INDIVIDUAL FINDINGS

The following pages contain a class-by-class, child-by-child compilation of all of the available data. Each item contained in these pages will be briefly described and discussed below:

- o Identifying data--grade, school, city, state, days in school year, hours in school day, and full information about the testing instruments and administration dates--are at the top of each page.

Personalized identifying data--names of teachers and students--have been removed in order to protect the confidentiality of the data.

- o Demographic data--age, race, and sex--comprise the first three columns. A key to symbols used is provided at the bottom of each page. As noted earlier, this data was completed for all children at Webster School (in response to a request from CRI); partial data was secured from the other two schools and is included wherever available.
- o Participation data--average number of hours of daily Right to Read instruction and total days absent during school year--is included for Webster School only (in response to a request by CRI). No statistical manipulation of this data was undertaken, but direct observation fails to reveal the anticipated association between level of participation and outcome data.
- o Reading test information: '72GE represents the pre-test scores, expressed in grade equivalents*. Children with pre-test scores who did not "match" present enrollees were excluded. Pre-tests were given in May, 1972, when the children were actually in a lower grade than the grade identified at the top of the sheet.

'73GE represents the post-test scores, again expressed in grade equivalents*. All children with post test scores are included. Post-tests were given in May, 1973, when the children were in the grades shown at the tops of the pages.

The sequential order on the page is determined by the '73 grade equivalents, in descending rank order.

Gains represent the actual discrepancy between scores on the pre and post-tests (i.e., post-test score minus pre-test score) for each child with a pre and post score. Since a full year has elapsed between pre and post scores, a full month for month gain score would equal 1.0. Thus, a .7 gain, for example, would represent a GE gain of seven months and would imply a loss of three months as compared with the national norms.

*See chart on page 14 for a summary of instruments, forms, levels, dates and norms.

All three columns show computed means (at the bottom of the column). The post-test mean is based on all children with post-test scores, regardless of whether a match to pre-test score was accomplished. For this reason, subtracting the mean pre-test score from the mean post-test score may provide a different mean gain than that shown for the mean gain column, (since the latter is the mean of gains achieved only by individuals for whom we have both pre and post matched scores).

- o Attitude test information: The column entitled "Total" refers to the total raw score achieved on the post-attitude test (administered in May, 1973). The maximum possible score is 125 (five points each for 25 items). An analysis of all scores secured at the three schools yielded the following percentile distribution of scores.

Percentile Level	Bottom 10% 1	2	3	4	5	6	7	8	9	Top 10% 10
Score Range	Below 78	78-83	84-86	87-90	91-93	94-96	97-99	100-103	104-108	Over 108

For Webster 5th and 6th grade classes only, there are two additional columns: the first (labeled PA) refers to the pre-attitude sub-scale and the second (labeled SUB) refers to the post-attitude sub-scale. These are identical scales of seven items, administered one year apart. The maximum possible score on each is 35 points, and gains or losses can be readily ascertained by visual inspection.

Together, the following pages contain a vast amount of usable data. Numerous analyses were undertaken in the course of the evaluation study but many more are possible, utilizing the data which is being provided. It is hoped that this information will be of particular value as baseline data for subsequent evaluation studies.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 2 School Name Webster City Oakland State California
 Teacher A Total Days/School Year 174 *Total Hours/School Day 4 hrs., 15 min. *
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 12A Date Given May '72
 POST-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
7	7	A	F	1.	11	4.6	4.7	.1
8	2	B	F	1.	7	4.1	3.7	-.4
7	7	B	F	1.	10	4.1	3.6	-.5
8	5	B	F	1.	10		3.5	
7	5	B	F	1.	8	4.1	3.5	-.6
8	0	B	F	1.	7	3.4	3.4	0.
7	10	B	F	1.	9	2.8	3.0	.2
7	8	B	M	1.	13	2.9	2.8	-.1
7	7	B	M	1.	11	2.7	2.4	-.3
8	2	B	F	1.	18		2.4	
8	0	B	M	1.	9	2.3	2.2	-.1
7	10	B	F	1.	2	1.7	2.2	.5
8	4	B	M	1.	10	2.2	2.1	-.1
8	0	S	M	1.	2	2.6	2.0	-.6
7	8	S	F	1.	12		2.0	
8	5	B	F	1.	11	1.8	2.0	.2
7	10	B	M	1.	17	2.5	2.0	-.5
7	5	B	M	1.	3	2.0	2.0	0.
9	3	W	M	1.	42	1.8	2.0	.2
8	2	B	M	1.	1		2.0	
7	11	B	M	1.	3	2.2	1.9	-.3
7	7	B	M	1.	0		1.9	
7	11	B	M	1.	4	2.0	1.8	-.2
8	5	B	M	1.	25	1.7	1.8	.1
8	3	B	F	1.	3		1.7	
7	5	B	F	1.	17		1.7	
7	8	B	M	1.	5	2.1	1.6	-.5
7	7	B	M	1.	15		1.1	
7	8	B	M	1.	20	2.2	1.0	-1.2
					2.65	2.3	-.2	0.

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 2 School Name Webster City Oakland State California
 Teacher B Total Days/School Year 174 *Total Hours/School Day 4 hrs., 15 min. *
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 12A Date Given May '72
 POST-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
7 9	B	M	1.	2	2.2	3.8	1.6	
7 11	B	F	1.	15	2.1	3.6	1.5	
8 0	B	F	1.	25	2.4	3.6	1.2	
7 8	B	F	1.	7	2.3	3.4	1.1	
8 4	B	M	1.	3	2.2	3.4	1.2	
8 5	B	M	1.	3		2.9		
7 11	B	M	1.	3	1.8	2.9	1.1	
7 8	B	F	2.	31	1.3	2.8	1.5	
8 5	B	F	2.	6		2.8		
7 9	S	M	1.	13	2.1	2.7	.6	
7 11	B	M	1.	19		2.5		
8 5	B	M	2.	8		2.4		
8 3	B	M	1.	31	1.5	2.4	.9	
7 7	B	F	1.	16	2.6	2.4	-.2	
8 2	B	F	1.	1	1.5	2.3	.8	
8 2	B	F	1.	14		2.3		
7 6	S	F	2.	27	1.4	2.2	.8	
7 11	B	M	1.	11		2.2		
7 10	B	F	2.	8		2.1		
7 7	B	F	2.	1	1.5	1.9	.4	
7 11	B	M	1.	43	1.7	1.7	0.	
	B	M	1.	11		1.7		
7 8	B	M	1.	0		1.7		
7 5	B	M	1.	12		1.6		
8 4	B	M	1.	2	1.9	1.4	-.5	
8 2	S	M	2.	5	1.9	1.0	-.9	
8 5	B	M	2.	12		1.0		
7 8	W	F	2.	9	1.9	1.0	-.9	
9 3	S	F	2.	8	2.4	1.0	-1.4	
7 10	B	M	1.	17	1.0	1.0	0.	
					1.9	2.3	.46	0.

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 2 School Name Webster City Oakland State California
 Teacher C Total Days/School Year 174 *Total Hours/School Day 4 hrs., 15 min. *
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 12A Date Given May '72
 POST-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
7 9	B	F	1.	5	2.1	3.9	1.8	
7 8	B	F	1.	8	2.6	3.9	1.3	
8 1	B	F	1.	5		3.8		
7 9	B	F	1.	0	2.3	3.7	1.4	
8 2	B	M	1.	2		3.6		
7 10	B	M	1.	0	2.7	3.6	.9	
8 2	B	M	1.	8	2.2	3.6	1.4	
8 4	B	M	1.	6	2.1	3.5	1.4	
8 2	B	F	1.	4	2.1	3.1	1.0	
8 1	B	M	1.	1	1.9	3.0	1.1	
7 8	B	F	1.	8	1.5	3.0	1.5	
8 0	B	M	1.	0	2.0	3.0	1.0	
7 7	B	M	1.	10	1.3	3.0	1.7	
7 7	B	M	1.	6		2.9		
7 8	B	F	1.	8		2.8		
7 10	B	M	1.	11	1.8	2.7	.9	
7 11	B	F	1.	1	1.9	2.7	.8	
7 8	B	F	1.	3	1.6	2.6	1.0	
8 4	B	F	1.	37	2.2	2.4	.2	
7 8	B	M	1.	8	1.4	2.4	1.0	
8 4	B	F	1.	5	2.0	2.4	.4	
7 7	S	F	2.	7		2.3		
7 10	B	M	2.	7		2.2		
7 7	B	M	2.	1	1.3	2.0	.7	
7 10	B	F	2.	16		2.0		
8 8	B	M	2.	1		1.9		
7 9	B	M	2.	32	1.5	1.9	.4	
8 6	B	M	2.	4		1.0		
					1.9	2.8	1.05	0.

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 2 School Name Webster City Oakland State California

Teacher D Total Days/School Year 174 *Total Hours/School Day 4 hrs., 15 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 12A Date Given May '72

POST-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '73

	AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
R	3	B	F	1.	2	2.9	3.2	.3	
B	1	W	M	1.	7	2.4	3.2	.8	
B	3	B	F	1.	9	2.5	2.9	.4	
7	7	B	F	1.	11	2.6	2.8	.2	
7	11	S	F	2.	17	1.8	2.7	.9	
7	9	B	F	1.	14	1.8	2.3	.5	
7	6	B	M	1.	3		2.3		
B	0	B	M	1.	1		2.2		
B	4	B	M	1.	2	2.2	2.2	0.	
7	9	B	F	1.	3	1.9	2.1	.2	
B	7	B	F	1.	0		2.1		
7	6	B	F	1.	5	2.0	2.1	.1	
B	4	B	F	1.	3	1.7	2.1	.4	
B	4	B	M	1.	14		2.1		
B	4	B	F	1.	0		2.0		
B	1	B	F	1.	2	2.0	1.9	-.1	
B	2	B	M	1.	14	1.8	1.8	0.	
B	0	B	M	1.	12	1.6	1.8	.2	
B	7	B	M	1.	0		1.8		
B	5	B	F	1.	3		1.7		
7	8	B	M	1.	17	1.7	1.7	0.	
B	5	B	F	1.	22		1.7		
B	5	B	F	1.	5	1.8	1.6	-.2	
B	3	S	M	1.	7	1.8	1.6	-.2	
7	8	B	F	1.	1		1.5		
7	5	B	M	1.	5		1.4		
B	1	B	M	1.	18	1.5	1.1	-.4	
B	1	B	M	1.	40	1.3	1.1	-.2	
7	10	B	M	1.	2		1.0		
						2.0	2.0	.16	0.

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post-attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 2 School Name Webster City Oakland State California
 Teacher E Total Days/School Year 174 *Total Hours/School Day 4 hrs., 15 min. *
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 12A Date Given May '72
 POST-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
7 11		F			4.1	5.0	.9	
8 0		F			4.3	4.1	-.2	
8 0		F			2.9	4.1	1.2	
8 0		F			3.0	4.0	1.0	
8 0		M			2.2	3.7	1.5	
8 0		F			2.5	3.4	.9	
7 9		M			3.2	3.4	.2	
7 6		M				3.3		
7 11		F			2.9	3.2	.3	
8 0		M			2.9	3.1	.2	
7 10		F			3.6	3.0	-.6	
8 0		F			2.2	2.9	.7	
8 2		M				2.7		
7 11		F			1.9	2.2	.3	
8 1		F			1.7	2.2	.5	
8 1		M				2.1		
8 2		M				2.0		
		F				2.0		
8 8		F				2.0		
7 11		M			2.3	2.0	-.3	
8 1		F			1.7	2.0	.3	
8 6		M			2.3	1.9	-.4	
7 6		F				1.9		
8 6		F				1.9		
8 2		F			1.8	1.9	0.	
8 0		F			1.5	1.7	.2	
7 10		F			1.1	1.7	.6	
8 0		F				1.5		
7 7		M			1.2	1.4	.2	
					2.5	2.6	.37	0.

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 2 School Name Webster City Oakland State California

Teacher F Total Days/School Year 174 *Total Hours/School Day 4 hrs., 15 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 12A Date Given May '72

POST-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
7 11	W	M	1.	11	3.2	3.8	.6	
8 3	W	M	1.	1		3.7		
7 11	B	F	1.	20		3.7		
7 11	B	M	1.	19	2.2	3.5	1.3	
8 1	B	F	1.	6	3.2	3.5	.3	
9 3	B	F	1.	5		3.2		
8 1	B	F	2.	11	2.2	3.2	1.0	
7 10	B	F	2.	13	1.7	2.6	.9	
7 9	B	F	1.	11	2.2	2.5	.3	
8 1	B	F	2.	2	1.8	2.4	.6	
7 11	B	M	2.	14	1.0	2.3	1.3	
8 2	B	F	2.	4	1.7	2.2	.5	
7 9	B	F	2.	14	1.4	2.2	.8	
8 4	B	M	1.	11		1.9		
8 3	B	F	2.	6	1.7	1.9	.2	
7 6	B	F	2.	1		1.9		
8 5	B	F	1.	0		1.8		
7 11	B	M	2.	7	1.8	.3	0.	
7 11	B	F	1.	12		1.8		
7 10	B	F	2.	23		1.8		
8 2	B	F	2.	22	1.9	1.7	-.2	
8 3	B	M	2.	29	1.7	1.7	0.	
8 4	B	M	2.	2	1.3	1.7	.4	
8 2	B	M	1.	27	1.0	1.6	.6	
	B	M	1.	18		1.6		
8 1	B	M	2.	12		1.5		
7 6	B	M	2.	18	2.0	1.4	-.6	
8 2	B	F	1.		1.1	1.2	.1	
8 2	B	M	2.	22	1.0	1.0	0.	
8 2	B	M	1.	18		1.0		
					1.8	2.2	.43	0.

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 3 School Name Webster City Oakland State California

Teacher G Total Days/School Year 174 *Total Hours/School Day 4 hrs., 15 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '72

POST-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL	
9	2	R	F	1.5	4	3.3	4.0	.7	95
8	8	R	F	1.5	9	2.4	3.9	1.5	91
8	8	B	M	1.5	0	3.4	3.9	.5	111
8	8	B	F	1.5	3	3.7	3.7	0.	98
8	10	R		1.5	0	3.0	3.4	.4	93
9	4	B	M	1.5	8	3.1	3.4	.3	84
9	2	B	F	1.5	7	2.2	3.3	1.1	71
8	8	B	M	1.5	11		3.3		75
9	5	R	F	1.5	3		3.1		99
8	0	B	F	1.5	20		3.0		87
9	4	B	M	1.5	0	1.8	2.8	1.0	92
9	3	R	M	1.5	15		2.7		
9	5	B	M	1.5	7	1.5	2.7	1.2	90
9	5	R	F	1.5	9		2.7		71
9	3	R	F	1.5	0		2.7		
8	6	B	F	1.5	23		2.7		76
9	11	R	F	1.5	5		2.6		84
8	6	B	M	1.5	19	2.0	2.6	.6	79
8	11	R	M	1.5	9	1.8	2.6	.8	79
9	11	R	M	1.5	23		2.5		93
8	10	B	F	1.5	13	2.4	2.5	.1	67
9	1	R	M	1.5	39	2.3	2.4	.1	
9	5	R	F	1.5	11	1.5	2.2	.7	
9	6	B	M	1.5	11		2.1		72
8	6	B	M	2.0	4	1.6	1.9	.3	72
8	7	R	F	1.5	7		1.9		
8	8	B	M	1.5	13		1.7		87
						2.4	2.8	.62	84.8

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 3 School Name Webster City Oakland State California
 Teacher H Total Days/School Year 174 *Total Hours/School Day 4 hrs., 15 min.
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '72
 POST-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
8 5	B	F	1.7	10	2.9	4.2	1.3	101
8 9		F			2.7	3.9	1.2	
8 11	B	M	1.7	5		3.7		107
8 8	B	F	1.7	10	3.9	3.7	-.2	
9 4	B	F	1.7	17	2.5	3.5	1.0	95
8 8	B	M	1.7	19		3.3		
8 10	B	M	1.7	5	3.3	3.2	-.1	80
8 6	B	F	1.7	16	3.1	3.2	.1	104
9 1	B	F	1.7	15	3.4	3.1	-.3	
8 10	B	M	1.7	8	1.9	3.0	1.1	
8 10	B	F	1.7	2	1.2	3.0	1.8	89
9 3	B	M	1.7	3	2.2	2.9	.7	78
9 2	B	M	1.7	8	2.5	2.8	.3	
9 2	B	F	1.7	0	3.0	2.8	-.2	
8 10	B	M	1.7	6	1.6	2.8	1.2	88
9 5	B	F	1.7	9	2.1	2.6	.5	96
8 5	B	M	1.7	11	1.5	2.6	1.1	
8 7	B	M	1.7	10	2.6	2.5	-.1	
8 6	B	F	1.7	2		1.9		
9 4	B	M	1.7	1		1.7		79
8 11	B	M	1.7	0		1.5		79
10 5	S	M	1.7	10		1.0		
9 10	B	M	1.7	6	1.1	1.0	-.1	
					2.4	2.8	.55	90.6

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 3 School Name Webster City Oakland State California
 Teacher I Total Days/School Year 174 *Total Hours/School Day 4 hrs., 15 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '72

POST-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
9 2	W	F	1.5	41	4.1	4.4	.3	
9 0	B	M	1.5	7		4.0		
8 7	B	M	1.5	3	3.2	4.0	.8	
8 11	R	M	1.5	3		3.9		
9 4	R	M	1.5	0		3.8		
8 9	B	M	1.5	10	2.2	3.8	1.6	
8 7	B	F	1.5	4	3.5	3.7	.2	
8 9	B	F	1.5	38		3.1		
8 11	R	M	1.5	2	2.4	3.0	.6	
8 10	B	M	1.5	0		3.0		
8 10	W	M	1.5	29	2.0	2.8	.8	
9 0	R	F	1.5	3	1.7	2.8	1.1	
8 7	B	M	1.5	3	2.6	2.8	.2	
8 9	B	M	1.5	10	1.8	2.8	1.0	
8 10	B	M	1.5	6		2.7		
11 4	B	F	1.5	40		2.7		
8 3	B	F	1.5	41	1.2	2.6	1.4	
8 9	B	M	2.5	8	2.3	2.5	.2	
9 10	R	M	1.5	5	2.1	2.4	.3	
9 8	B	F	1.5	21		2.3		
8 11	B	F	3.5	21	1.7	2.3	.6	
9 4	B	F	2.5	12	1.5	2.3	.8	
8 6	B	M	1.5	5	1.9	2.3	.4	
9 0	R	F	1.5	8	2.3	2.2	-.1	
8 9	R	M	1.5	14		2.0		
9 7	B	F	1.5	8		1.9		
9 2	B	M	1.5	3	1.2	1.2	0.	
					2.2	2.9	.60	0.

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 3 School Name Webster City Oakland State California
 Teacher J Total Days/School Year 174 *Total Hours/School Day 4 hrs., 15 min. *
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '72
 POST-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL	
9	3	W	F	1.5	4	4.5	4.9	.4	96
8	8	B	F	1.5	19	4.0	4.8	.8	83
9	5	B	M	1.5	1	3.2	4.4	1.2	85
9	2	B	F	1.5	17		4.2		
8	7	B	F	1.5	4	3.1	4.2	1.1	110
9	2	B	M	1.5	3		4.1		112
8	11	S	M	1.5	42	3.7	4.1	.4	
9	5	S	F	1.5	5	3.5	3.9	.4	103
8	6	B	M	1.5	22	2.4	3.8	1.4	
9	4	B	M	1.5	8	2.1	3.7	1.6	87
9	5	B	F	1.5	1	2.4	3.5	1.1	91
9	9	B	M	1.5	6		3.4		83
8	11	B	F	1.5	1		3.0		84
8	5	B	M	1.5	2	2.2	3.0	.8	92
9	3	B	M	1.5	13		2.9		83
9	3	S	F	1.5	0	2.1	2.8	.7	
9	1	B	M	1.5	3	1.9	2.7	.8	
9	4	B	M	2.0	4	2.4	2.5	.1	91
8	7	B	M	1.5	1		2.3		
8	6	B	F	2.5	26	1.8	2.2	.4	
10	3	S	M	1.5	8	2.2	2.1	-.1	86
9	9	B	F	2.5	20	2.1	2.1	0.	
9	2	B	M	1.5	4	1.9	1.9	0.	75
9	1	B	F	1.5	2	1.5	1.5	0.	75
10	9	W	F	2.5	44	2.0	1.2	-.8	
10	10	S	M	1.5	4		1.0		
					2.6	3.1	.54	89.8	

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 3 School Name Webster City Oakland State California
 Teacher K Total Days/School Year 174 *Total Hours/School Day 4 hrs., 15 min. *
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '72
 POST-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
8 11	S	M	2.5	11	3.4	4.3	.9	99
9 1	B	M	2.5	9		4.2		93
9 2	B	F	2.5	7	3.6	4.2	.6	103
9 5	B	F	2.5	4	3.7	3.9	.2	121
8 6	B	F	2.5	2	3.4	3.7	.3	105
9 4	B	F	2.5	3	1.8	3.5	1.7	102
8 5	B	M	2.5	1	2.4	3.1	.7	93
8 11	B	F	2.5	1		3.1		99
8 8	B	M	3.5	8		2.9		87
8 8	B	F	2.5	2	2.1	2.8	.7	80
8 11	S	M	3.0	18	1.2	2.8	1.6	
9 2	B	M	3.5	15	1.0	2.6	1.6	96
9 2	B	M	3.5	9	2.3	2.6	.3	
9 1	B	M	2.5	0	1.8	2.5	.7	90
9 3	B	F	2.5	8	1.8	2.4	.6	75
9 2	B	F	2.5	5	1.7	2.3	.6	87
8 10	B	F	2.5	1		2.3		83
8 6	B	M	2.5	1	2.4	2.1	-.3	93
8 7	B	F	2.5	6	2.5	2.1	-.4	74
8 11	B	F	2.5	7	1.7	2.0	.3	87
8 0	B	F	2.5	15		1.8		93
8 0	B	F	2.5	10		1.7		
9 3	B	F	2.5	49	1.6	1.7	.1	117
8 6	B	F	2.5	8	2.2	1.5	-.7	83
9 4	B	M	2.5	16	1.6	1.5	-.1	83
8 11	B	M	2.5	7	1.7	1.1	-.6	71
8 0	B	M	3.0	8	1.0	1.0	0.	92
9 10	B	M	2.5	2		1.0		71
					2.1	2.5	.42	91.9

KEY: AGE - Indicated in years and months.
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 3 School Name Webster City Oakland State California

Teacher L Total Days/School Year 174 *Total Hours/School Day 4 hrs., 15 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23A Date Given May '72

POST-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
8 6	S	F	1.5	9	4.2	4.6	.4	103
8 0	S	F	1.5	21	3.6	3.9	.3	92
8 0	B	F	1.5	2	3.0	3.5	.5	97
8 5	B	F	1.5	8	4.1	3.5	-.6	90
9 4	B	F	1.5	9	2.7	3.5	.8	99
8 11	B	F	1.5	15	3.0	3.4	.4	98
8 7	B	F	1.5	15	2.4	3.2	.8	85
9 5	S	F	1.5	2		3.2		99
9 2	B	M	1.5	3	2.1	3.0	.9	
9 4	B	M	1.5	6	2.3	2.9	.6	84
8 9	B	M	1.5	17	2.8	2.8	0.	93
8 11	B	F	1.5	15	1.8	2.8	1.0	72
9 1	B	F	1.5	16		2.8		90
8 10	B	M	1.5	23	1.9	2.7	.8	92
8 0	B	M	1.5	37	2.3	2.7	.4	84
9 9	B	F	1.5	1		2.6		87
8 5	B	M	2.5	3	1.9	2.5	.6	76
8 11	B	M	2.5	2	2.1	2.3	.2	93
8 9	B	F	1.5	13	1.8	2.2	.4	
8 6	B	M	1.5	1	1.2	2.2	1.0	91
8 11	B	M	2.5	5	2.1	2.0	-.1	89
9 6	B	M	2.5	3	2.6	2.0	-.6	85
9 2	P	M	1.5	6		1.7		67
9 6	B	F	1.5	16	1.2	1.5	.3	
9 10	W	F	1.5	5		1.1		
9 6	B	F	1.5	37	1.7	1.0	-.7	84
					2.4	2.7	.35	88.6

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 4 School Name Webster City Oakland State California
 Teacher M Total Days/School Year 174 *Total Hours/School Day 5 hrs., 20 min. *
 PRE-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '73

AGE	RACE	SLX	DRHR	ABS	72GE	73GE	GAIN	TOTAL	
10	3	R	F	1.5	1	4.2	6.6	2.4	106
10	1	W	F	1.5	52	3.8	5.2	1.4	
10	3	R	F	1.5	14		5.2		
9	9	R	F	1.5	9		5.2		85
9	10	R	M	1.5	12	4.1	5.1	1.0	
10	0	R	M	1.5	3	4.5	5.1	.6	98
9	7	W	F	1.5	3	4.6	4.8	.2	94
10	2	R	M	1.5	10	2.9	4.6	1.7	99
9	8	R	F	1.5	8	4.8	4.5	-.3	
9	9	R	M	1.5	8	3.5	4.4	.9	75
9	11	R	F	1.5	3	2.6	4.3	1.7	83
10	4	R	M	1.5	0		4.1		94
9	6	S	M	1.5	8	2.9	4.0	1.1	92
10	2	W	F	1.5	33	3.4	3.9	-.5	
10	3	R	F	1.5	4		3.8		83
10	3	R	M	1.5	6	3.2	3.7		78
9	11	R	M	1.5	19		3.6		
10	3	R	M	1.5	11	3.1	3.6	.5	85
9	10	R	M	1.5	24	2.5	3.3	.8	
9	8	R	M	1.5	11	2.8	3.3	.5	74
10	1	R	F	1.5	5	2.5	3.2	.7	96
9	11	R	M	1.5	30	3.0	3.2	.2	
9	11	R	M	1.5	5	2.7	3.2	.5	
10	0	R	M	1.5	9		3.1		93
10	7	R	M	1.5	20		3.0		
10	10	R	M	1.5	2	2.3	2.7	.4	78
9	9	R	F	1.5	24		2.6		78
11	4	S	M	1.5	2	2.2	2.4	.2	80
10	4	R	M	1.5	22	2.1	1.0	-1.1	84
					3.2	3.9	.69		87.3

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 4 School Name Webster City Oakland State California
 Teacher N Total Days/School Year 174 *Total Hours/School Day 5 hrs., 20 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '72

POST-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
10 3	B	M	1.5	5	4.1	6.1	2.0	117
10 7	S	M	1.5	4		5.8		95
9 3	B	F	1.5	3	4.3	5.6	1.3	108
9 9	B	F	1.5	26	4.2	4.8	.6	112
10 5	B	F	1.5	4	3.8	4.8	1.0	122
9 7	B	F	1.5	0	4.1	4.7	.6	100
10 1	B	F	1.5	2		4.6		110
11 0	B	M	1.5	9		4.5		101
10 5	B	F	2.5	10		4.5		103
9 11	B	F	1.5	13	4.0	4.4	.4	
9 10	B	M	1.5	3		4.3		105
10 3	S	F	1.5	12	2.9	4.3	1.4	106
9 9	B	F	2.5	13		4.1		115
10 1	B	M	1.5	10	4.0	4.0	0.	109
10 1	B	M	1.5	6	3.0	3.9	.9	
10 4	B	F	1.5	5	2.6	3.9	1.3	109
9 7	B	M	2.5	6	3.0	3.7	.7	113
10 3	B	F	2.5	5		3.7		100
9 9	B	F	2.5	35	3.0	3.7	.7	119
9 10	B	F	1.5	23	3.7	3.6	-.1	115
9 10	B	F	1.5	9	3.5	3.5	0.	102
9 9	B	M	2.5	14	2.5	3.4	.9	
9 9	B	F	1.5	16	3.2	3.4	.2	113
11 2	B	F	2.5	24		3.4		
10 6	B	M	2.5	6	3.2	3.3	.1	99
9 8	B	M	1.5	43	2.2	3.2	1.0	
9 11	B	M	1.5	11	3.4	2.9	-.5	86
9 9	B	M	2.5	15	1.3	2.6	1.3	96
10 5	B	M	1.5	1		2.6		114
10 7	B	F	2.5	19	1.7	2.6	.9	85
10 3	B	F	2.5	4	2.3	2.5	.2	100
11 3	B	M	1.5	57		2.4		73
9 6	B	F	1.5	6		2.2		93
11 0	W	M	1.5	6		2.1		97
10 0	S	M	1.5	19		2.0		90
					3.2	3.7	.68	103.6

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 4 School Name Webster City Oakland State California
 Teacher 0 Total Days/School Year 174 *Total Hours/School Day 5 hrs., 20 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '72

POST-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
10 2	B	M	1.	1	4.6	7.3	2.7	99
9 6	B	F	1.	0	3.8	5.8	2.0	108
9 7	B	F	1.	4		5.6		
10 4	B	M	1.	12	4.2	5.4	1.2	85
10 1	B	F	2.	10	3.2	5.4	2.2	98
10 0	B	F	1.	0	4.0	5.2	1.2	105
9 10	B	M	1.	9	4.0	4.8	.8	90
10 2	B	F	1.	8		4.7		
10 3	B	F	2.	3	3.4	4.7	1.3	81
10 7	B	F	1.	12	3.9	4.5	.6	73
10 2	B	M	1.	3	3.0	4.5	1.5	78
10 0	B	F	1.	3	3.8	4.4	.6	108
9 10	B	F	1.	1	2.1	4.3	2.2	97
10 10	B	F	1.	13	4.0	4.2	.2	103
9 9	B	M	1.	9	4.2	4.2	0.	
9 7	B	M	1.	5	2.8	4.1	1.3	106
9 10	B	M	1.	2	3.2	4.1	.9	70
9 9	B	F	1.	16		4.1		
9 7	B	F	1.	10	2.1	3.9	1.8	
9 10	B	M	1.	14		3.7		88
10 11	B	M	1.	1		3.5		81
10 5	B	M	1.	7	3.1	3.5	.4	82
10 2	B	F	1.	15	3.0	3.4	.4	88
10 3	B	M	1.	9	3.2	3.4	.2	85
9 11	B	M	2.	35	2.4	3.2	.8	
9 9	B	F	1.	0		3.2		
9 6	B	F	1.	22		3.1		
9 6	B	M	2.	6	2.1	3.0	.9	
10 1	B	M	1.	12	2.7	3.0	.3	72
10 4	B	M	1.	15	1.3	3.0	1.7	
10 4	B	M	1.	28		2.8		
9 5	B	M	1.	1		2.4		
10 1	B	F	1.	25		2.3		84
10 5	B	F	1.	1		2.0		87
					3.2	4.0	1.10	89.5

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time..

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 4 School Name Webster City Oakland State California

Teacher P Total Days/School Year 174 *Total Hours/School Day 5 hrs., 20 min. *

PRE-TEST INSTRUMENT Co-op Primary Form/Level 23B Date Given May '72

POST-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
9 7	B	F	2.	3		7.3		96
9 10	B	F	1.	6	4.0	7.3	3.3	105
10 2	B	M	1.	5	4.8	6.6	1.8	117
10 1	B	M	1.	11		6.1		96
9 9	B	F	1.	13	4.1	5.6	1.5	113
9 10	B	F	1.	38	4.3	5.2	.9	
9 10	B	M	1.	9	3.9	5.2	1.3	99
9 11	B	F	1.	28	4.1	5.1	1.0	104
9 6	B	M	2.	6	3.0	4.9	1.9	100
9 11	B	F	2.	29	3.9	4.9	1.0	94
10 0	B	M	1.	33	4.3	4.8	.5	
10 1	B	F	2.	8	3.8	4.7	.9	84
9 1	B	M	1.	14		4.7		
10 0	B	F	1.	24	3.8	4.5	.7	100
10 0	B	F	1.	12	3.7	4.5	.8	96
10 1	B	M	1.	13	3.7	4.5	.8	110
9 6	B	F	2.	3	2.9	4.1	1.2	
9 8	B	M	1.	10	4.0	3.9	-.1	112
9 10	B	F	2.	15		3.9		
10 0	B	F	2.	4	3.4	3.7	.3	93
11 2	B	F	2.	14		3.6		96
9 10	B	F	2.	2	2.8	3.5	.7	93
10 11	B	M	2.	5		3.5		101
10 5	B	F	2.	4	2.6	3.4	.8	92
9 10	B	F	2.	13	2.8	3.4	.6	
9 10	B	F	2.	13		3.4		110
10 5	B	M	2.	8		3.4		102
10 2	B	M	1.	25		3.3		101
11 0	B	M	1.	25	2.8	3.2	.4	
10 4	B	F	2.	10		3.2		102
9 10	B	F	2.	3	2.3	3.0	.7	
11 0	B	M	2.	2		3.0		82
9 11	B	M	2.	11	2.1	2.8	.7	93
10 1	B	F	2.	20	2.7	2.6	-.1	96
9 8	B	F	2.	63	2.2	1.6	-.6	
					3.4	4.2	.87	99.5

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 4 School Name Webster City Oakland State California
 Teacher Q Total Days/School Year 174 *Total Hours/School Day 5 hrs., 20 min. *
 PRE-TEST INSTRUMENT Co-op. Primary Form/Level 23B Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL
9 11	B	M	1.	7	4.4	7.0	2.6	97
10 1	B	F	1.	3		6.6		
10 5	B	M	1.5	1	3.3	5.8	2.5	85
10 11	B	M	1.	9		5.8		
10 2	B	F	1.	31	4.2	5.2	1.0	95
10 4	S	F	1.	9	4.4	5.2	.8	99
10 0	B	M	2.	11		5.2		
10 2	B	F	1.	14		4.9		121
9 11	B	M	1.	5	2.9	4.4	1.5	92
9 6	B	M	1.	5	4.1	4.2	.1	
10 0	W	M	1.	0		3.9		103
10 4	B	F	1.	11		3.7		
9 6	B	M	1.5	19	3.0	3.7	.7	110
9 6	B	F	2.	9		3.6		100
10 4	B	F	2.	16	3.5	3.4	-.1	67
9 9	B	M	2.	1		3.4		82
10 1	B	M	1.5	7	3.0	3.3	.3	84
9 7	B	F	2.	14		3.3		
10 2	B	M	2.	11	3.4	3.2	-.2	91
10 1	B	F	2.	10	1.8	3.1	1.3	102
11 2	B	M	2.	6	2.8	2.9	.1	89
11 1	B	F	1.5	19	2.5	2.8	.3	79
10 4	B	F	2.	5	1.5	2.5	1.0	77
11 3	B	F	1.	1		2.3		92
9 9	B	F	1.	15		2.2		
9 9	B	M	1.5	24		2.0		68
11 8	W	M	2.	51	2.2	1.6	-.6	
10 7	B	M	2.	4		1.2		
					3.1	3.8	.75	91.2

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 5 School Name Webster City Oakland State California

Teacher R Total Days/School Year 174 *Total Hours/School Day 5 hrs, 20 min. *

PRE-TEST INSTRUMENT CTBS Form/Level 01 Date Given May '72

POST-TEST INSTRUMENT CTBS Form/Level 02 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL	PA	SUB
10	6	B	M	1.	25	8.0				
11	4	S	M	1.	13	4.3	5.8	1.5	74	13
11	1	B	M	2.	4		5.2		89	23
11	3	W	F	1.	6	4.9	5.1	.2	74	14
10	11	B	F	1.	10	6.1	5.1	-1.0	84	16
10	8	B	F	1.	3	3.9	5.0	1.1	78	17
10	8	B	M	1.	3	4.6	4.8	.2	80	21
12	4	B	M	1.	2	5.1	4.7	-.4	108	25
11	4	B	F	2.	27		4.5			
10	2	B	F	1.	10	4.8	4.5	-.3	75	17
11	1	B	M	1.	10	4.8	4.3	-.5	88	32
11	7	B	F	1.	18		4.1		102	30
11	0	B	F	1.	5	3.7	4.1	.4		32
11	2	B	F	1.	42	4.1	4.1	0.		31
10	8	W	F	1.	7	2.1	4.0	1.9	81	24
10	2	B	M	1.	5		4.0		101	26
11	0	B	M	1.	13	3.4	3.9	.5	84	21
11	5	B	M	2.	26	3.7	3.8	.1	87	30
10	9	B	M	1.	9		3.7			
11	5	B	F	2.	23	3.7	3.5	-.2		26
11	2	B	F	1.	19	2.9	3.5	.6		
11	0	B	M	2.	21		3.4			
10	5	B	M	1.	16	3.5	3.4	-.1	83	29
10	7	B	F	1.	8	4.0	2.9	-1.1	78	23
12	0	B	M	1.	56		2.2			
					4.1	4.3	.17	85.4		

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test (maximum possible score = 125)

PA - Pre-attitude sub-scale (maximum possible score = 35)

SUB - Post-attitude sub-scale (maximum possible score = 35)

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 5 School Name Webster City Oakland State California
 Teacher S Total Days/School Year 174 *Total Hours/School Day 5 hrs. 20 min. *
 PRE-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level R2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL	PA	SUB
10 11	B	M	1.	7	3.6	7.8	4.2	78		18
10 11	B	M	1.	7	5.8	7.8	2.0			
11 0	B	F	1.	5	6.4	7.4	1.0	103	33	27
12 4	B	M	1.	6	6.6	7.0	.4	110	29	31
10 5	B	F	1.		5.8	6.6	.8	95	30	25
11 1	B	F	1.	7	7.0	6.5	-.5	99	27	23
11 5	B	F	1.	0	5.1	6.3	1.2	100	25	
10 11	B	F	1.	2	5.6	6.1	.5	90	29	23
11 1	B	M	1.	2	3.4	5.2	1.8	117	30	34
11 0	B	M	1.	22	4.8	5.1	.3	116	27	35
10 8	B	M	2.	5	3.6	5.1	1.5		32	
12 5	B	M	1.	7	1.4	4.1	2.7	89	23	24
11 0	B	M	1.	2	4.1	3.9	-.2	87		20
10 11	B	M	1.	14	2.6	3.9	1.3		19	
10 5	B	M	1.	25		3.8				
11 3	B	F	1.	17		3.6		95		23
12 4	B	M	1.	35	3.4	3.5	.1		33	
11 9	B	F	2.	6	2.5	3.5	1.0	85	31	20
11 4	B	M	1.	2	3.7	3.5	-.2	95	32	25
11 5	B	M	1.	11		3.4		90		19
10 7	B	F	1.	3		3.4				
11 1	B	F	1.	16	3.5	3.4	-.1	92	22	26
10 6	B	F	2.	2	4.1	3.4	-.7	111	23	30
12 3	B	M	1.	10		3.4		95		25
10 6	B	M	1.	9		3.0		85		19
10 8	B	F	2.	14	3.6	2.9	-.7	90	24	24
11 9	B	F	1.	3	3.1	2.8	-.3	89	25	24
10 7	B	M	1.	12	1.1	2.5	1.4	82		23
					4.1	4.6	.80	95.2		

KEY: AGE - Indicated in years and months.

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test (maximum possible score = 125)

PA - Pre-attitude sub-scale (maximum possible score = 35)

SUB - Post-attitude sub-scale (maximum possible score = 35)

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 5 School Name Webster City Oakland State California
 Teacher T Total Days/School Year 174 *Total Hours/School Day 5 hrs. 20 min. *
 PRE-TEST INSTRUMENT CTBS Form/Level 21 Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level R2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL	PA	SUB	
11	3	B	M	1.	1	6.1	5.0	-1.1	85	24	16
10	11	B	M	1.	6	3.2	4.9	1.7	80	22	16
10	9	B	F	1.		6.6	4.7	-1.9	97	27	23
10	10	B	M	1.	8	5.4	4.6	-.8	80	34	13
10	6	B	F	2.	6		4.4				
10	10	B	F	1.	8	4.7	4.0	-.7	96		27
10	10	B	M	1.	7	3.4	4.0	.6	73	16	11
11	4	B	F	2.	2	3.9	3.9	0.	94	29	20
10	7	B	M	1.	20	3.6	3.8	.2	78		23
10	9	W	M	1.	2	7.3	3.8	-3.5	86	26	19
11	3		F				3.7				
11	7	B	M	1.	10		3.6		84		19
11	6	B	F	1.	22	3.7	3.6	-.1	103	22	28
11	1	B	M	1.	3		3.4		84		17
10	9	B	M	1.	3		3.4		78		17
10	10	B	F	1.	7		3.4		98		26
10	6	B	F	1.	36		3.3		93		19
11	2	B	M	1.	13	3.0	3.2	.2	79	29	20
11	5	B	F	1.	9		3.2		97		28
10	6	B	M	1.	14		3.0				
10	9	B	F	1.	2	2.8	2.8	0.	94		21
10	7	W	F	1.	2	2.7	1.8	-.9	102	31	26
11	1	B	M	1.	12	3.1	1.5	-1.6			
			F				1.5				
					4.2	3.5	-.56	88.5			

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test (maximum possible score = 125)
 PA - Pre-attitude sub-scale (maximum possible score = 35)
 SUB - Post-attitude sub-scale (maximum possible score = 35)
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 5 School Name Webster City Oakland State California
 Teacher U Total Days/School Year 174 *Total Hours/School Day 5 hrs. 20 min. *
 PRE-TEST INSTRUMENT CTBS Form/Level 1 Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level R2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL	PA	SUB	
11	2	B	F	1.	18	5.8	8.2	2.4	110	35	35
11	2	B	M	1.	4		7.1	99		24	
11	5	B	M	1.	1		6.3	102		29	
10	10	B	M	1.	4		6.1	108		31	
10	11	B	M	1.	5	5.6	5.9	.3	94	20	25
10	7	B	F	1.	19	4.0	5.7	1.7	84	23	24
10	5	B	F	2.	8		5.3				
11	2	B	F	1.	25	4.5	5.2	.7	103	25	24
10	7	S	M	2.	5	3.9	5.1	1.2		20	
11	3	B	M	1.	18	3.9	4.9	1.0	77	24	21
10	7	B	F	1.	21		4.6	99			29
10	8	W	F	1.	27		4.5	100			26
10	9	B	F	2.	9	3.8	4.5	.7		28	
11	0	B	F	1.	2	3.7	4.3	.6	102		27
11	6	B	F	1.	23		4.3	72			18
11	0	B	M	1.	23	4.1	4.3	.2			
10	11	B	M	1.	16	2.9	4.1	1.2	73	26	17
10	10	B	M	1.	38		4.0				
10	6	B	F	1.	2		3.9	76			20
10	6	B	F	1.	6	4.9	3.9	-1.0	107	22	31
10	9	B	F	1.	22	1.0	3.7	2.7		29	
11	6	B	M	1.	9		3.6				
10	10	B	M	1.	11	2.9	3.6	.7		26	
10	9	B	F	1.	12		3.4				
11	6	B	M	1.	13		3.4				
10	6	W	M	1.	5	3.0	3.2	.2	61	19	19
					3.9	4.7	.90	91.7			

KEY: AGE - Indicated in years and months.

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test (maximum possible score = 125)

PA - Pre-attitude sub-scale (maximum possible score = 35)

SUB - Post-attitude sub-scale (maximum possible score = 35)

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 5 School Name Webster City Oakland State California
 Teacher v Total Days/School Year 174 *Total Hours/School Day 5 hrs. 20 min. *
 PRE-TEST INSTRUMENT CTBS Form/Level Q1 Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level R2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL	PA	SUB	
11	3	B	M	1.	12	5.6	5.3	.7	95	27	26
11	4	B	F	1.	23	5.8	5.8	0.	83		23
11	7	B	M	1.	8	4.2	5.5	1.3			
11	1	B	M	1.	19	5.6	5.4	-.2			
14	0	B	F	1.	0		5.1		94		27
10	11	B	M	1.	6	6.4	4.9	-1.5	104		28
10	4	B	M	1.	10	7.0	4.9	-2.1	89		26
10	9	B	F	1.	25		4.7		84		17
11	0	B	F	1.	5	4.2	4.5	.3	94	31	27
10	10	B	F	1.	4	3.7	4.4	.7	89	32	25
11	0	B	M	1.	13	3.7	4.2	.5			
10	8	W	F	1.	38	4.3	4.1	-.2	104		28
10	6	B	M	1.	6	3.4	3.9	.5	85		23
10	8	B	F	1.	15		3.6		90		21
10	7	B	M	1.	4	4.1	3.6	-.5			
10	5	B	F	1.	24	4.1	3.6	-.5			
		B	F	1.	3	2.9	3.5	.6	79		19
11	1	S	M	1.	15	5.4	3.5	-1.9	73		22
11	9	S	M	1.	15	3.5	3.5	0.	64	23	22
11	4	B	F	1.	46	3.7	3.4	-.3	87		23
10	8	B	F	1.	9	3.5	3.1	-.4	98	35	23
11	6	B	M	1.	9	3.7	3.0	-.7	101	35	33
11	0	B	F	1.	28	2.5	2.9	.4	90		21
					4.4	4.2	-.17	89.1			

KEY: AGE - Indicated in years and months
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test (maximum possible score = 125)
 PA - Pre-attitude sub-scale (maximum possible score = 35)
 SUB - Post-attitude sub-scale (maximum possible score = 35)
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 6 School Name Webster City Oakland State California
 Teacher W Total Days/School Year 174 *Total Hours/School Day 5 hrs. 20 min. *

PRE-TEST INSTRUMENT CTBS Form/Level Q2 Date Given May '72

POST-TEST INSTRUMENT CTBS Form/Level Q2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL	PA	SUB	
11	7	R	F	1.	4	7.6	8.1	.5	97	22	21
11	10	B	F	1.	15	7.3	7.0	-.3	101	28	25
12	3	B	M	1.	1		6.1				
11	8	B	M	1.	7	5.5	6.1	.6		22	
12	1	R	F	1.	2	4.1	6.0	1.9	99		24
12	5	O	M	1.	2	5.6	5.4	-.2	80	26	22
12	3	R	M	2.	0	4.7	5.4	.7		25	
12	4	B	M	1.	0	4.6	5.4	.8	89	26	22
11	9	B	F	1.	6	4.4	5.1	.7	103	26	33
12	4	R	F	1.	6		4.9				
12	8	B	M	1.	6	4.4	4.9	.5	99	29	28
12	6	R	F	1.	3		4.6		96	27	23
12	4	R	M	1.	25	3.1	4.4	1.3	80	15	22
12	8	B	M	2.	14		4.4		86		16
11	8	R	M	1.	11	3.4	4.4	1.0			
11	8	B	F	2.	12	3.4	4.3	.9		23	
11	0	R	F	2.	4	4.5	4.1	-.4	85	23	23
11	10	R	M	1.	18		4.0		76		23
12	2	S	M	1.	11	4.3	4.0	-.3	90	26	31
11	9	R	F	1.	12	4.2	3.6	-.6	73		23
11	8	R	M	1.	2		3.5		93		26
12	4	R	M	1.	3		3.3		85	22	20
11	10	R	F	1.	11	4.1	2.9	-1.2	107		29
12	4	B	M	1.	18		2.7				
11	9	R	M	1.	3	3.4	2.4	-1.0	94		23
					4.6	4.7	.29	90.7			

KEY: AGE - Indicated in years and months

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test (maximum possible score = 125)

PA - Pre-attitude sub-scale (maximum possible score = 35)

SUB - Post-attitude sub-scale (maximum possible score = 35)

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 6 School Name Webster City Oakland State California
 Teacher X Total Days/School Year 174 *Total Hours/School Day 5 hrs. 20 min. *

PRE-TEST INSTRUMENT CTBS Form/Level 02 Date Given May '72

POST-TEST INSTRUMENT CTBS Form/Level 02 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	G'IN	TOTAL	PA	SUB
12	1	B	M	1.	1	8.9		87		24
11	10	B	F	1.	4	5.9	8.9	3.0	93	31
12	2	B	F	1.	2	6.5	7.8	1.3	98	26
12	3	B	F	1.	5		7.6		107	28
11	8	B	F	1.	4		6.6		97	30
12	3	B	F	2.	4	4.4	6.3	1.9	83	26
11	5	B	F	1.	4		6.0			
12	8	B	M	1.	30	4.4	6.0	1.6	85	19
12	8	B	M	1.	35	6.4	6.0	-.4	75	23
12	11	B	F	2.	49		5.8			
12	4	B	M	1.	8	5.3	5.7	.4	86	8
12	0	B	M	1.	4		5.6		88	23
12	1	B	F	1.	3	5.7	5.6	-.1	98	26
12	4	A	F	1.	53		5.3		93	22
12	3	B	F	1.	5	3.9	5.1	1.2		
11	8	B	M	1.	26		5.1			
11	8	B	F	1.	8	3.8	4.9	1.1		
11	8	B	F	1.	3	5.0	4.9	-.1	107	32
12	7	B	M	1.	5	4.2	4.9	.7	71	19
11	11	B	F	1.	15	4.8	4.9	.1		27
11	9	B	F	2.	1		4.7		84	26
11	9	B	M	1.	4	3.4	4.6	1.2	74	26
12	3	B	M	1.	13	4.2	4.4	.2	99	24
12	2	B	M	1.1	3	3.4	4.4	1.0	57	26
12	6	B	M	1.	28	2.8	3.6	.8	97	21
11	9	B	M	1.	6	2.6	2.6	0.	79	20
11	7	B	F	1.	45		2.5			
					4.5	5.5	.82	87.1		

KEY: AGE - Indicated in years and months.

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test (maximum possible score = 125)

PA - Pre-attitude sub-scale (maximum possible score = 35)

SUB - Post-attitude sub-scale (maximum possible score = 35)

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 6 School Name Webster City Oakland State California
 Teacher Y Total Days/School Year 174 *Total Hours/School Day 5 hrs. 20 min.
 PRE-TEST INSTRUMENT CTBs Form/Level Q2 Date Given May '72
 POST-TEST INSTRUMENT CTBs Form/Level Q2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL	PA	SUB	
11	7	R	F	1.	6	10.4	8.3	-2.1	108	15	32
12	3	S	F	1.	5	7.8	7.8	0.	95	23	27
12	5	B	M	1.	2	7.4	7.4	0.	94	26	24
11	9	B	F	1.	2	5.6	6.7	1.1	102	29	30
11	9	B	F	1.	10		6.6		88		21
11	10	B	F	1.	7	5.6	6.1	.5	78	22	23
11	6	R	F	1.		5.4	6.0	.6	105	23	32
12	8	B	M	1.	7		6.0		106		28
12	4	B	F	1.	1	5.5	5.7	.2	97	22	27
13	3	B	M	2.	19		5.5		94		22
11	7	S	F	2.	2	4.1	5.2	1.1	71		15
11	11	S	M	1.	53	4.3	5.2	.9			
11	11	B	M	2.	24	4.5	4.9	.4	104	22	31
11	11	B	F	1.	11	3.4	4.9	1.5		17	
12	9	B	M	1.	2	3.5	4.8	1.3	93	25	24
12	4	B	F	2.	19		4.8		83		22
12	2	B	M	1.	4	4.1	4.6	.5		26	
12	3	B	M	2.		2.5	4.5	2.0	89	27	22
11	6	B	M	1.	21		4.4		100		26
12	6	R	F	1.	4	3.4	3.8	.4	77	21	17
11	5	B	M	1.	1	3.4	3.8	.4	70	21	18
12	0	B	F	1.	12	3.4	3.4	0.	93	24	29
11	9	B	M	1.	14	3.2	3.4	.2	80	19	23
11	9	B	M	1.			2.7				
11	6	B	F	1.	9	2.4	2.6	.2		19	
12	4	S	M	1.	24	2.9	2.4	-.5	84	26	25
11	7	B	F	2.	20		1.9		93		26
						4.6	4.9	.43	91.1		

KEY: AGE - Indicated in years and months.

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test (maximum possible score = 125)

PA - Pre-attitude sub-scale (maximum possible score = 35)

SUB - Post-attitude sub-scale (maximum possible score = 35)

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 6 School Name Webster City Oakland State California
 Teacher Z Total Days/School Year 174 *Total Hours/School Day 5 hrs. 20 min.*
 PRE-TEST INSTRUMENT CTBS Form/Level Q2 Date Given May '72
 POST-TEST INSTRUMENT CTBS Form/Level Q2 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL	PA	SUB	
12	1	R	F	1.	21	8.0	8.9	.9	110	34	32
12	2	S	F	1.	2	6.8	8.9	2.1	101	29	28
11	6	R	F	1.	9	5.7	6.9	1.2	98		29
12	4	R	M	1.	9	5.7	6.7	1.0	106		31
11	11	B	F	1.	5	6.6	6.7	.1	93	25	23
11	9	R	M	2.	3	4.8	6.3	1.5	87	20	17
12	3	R	M	2.	9		6.3		92		26
18	8	R	F	2.	9		6.0				
12	5	R	F	2.	1	4.9	5.5	.6		30	
11	11	W	F	1.	10	3.7	5.5	1.8	100		29
11	11	B	F	1.	0	4.7	5.1	.4	80	23	19
12	1	R	F	2.	2	2.8	4.8	2.0	84	28	19
11	10	R	F	2.	1	4.5	4.8	.3	92		18
12	4	B	F	2.	8	4.5	4.7	.2	91	24	25
12	1	R	F	2.	3	4.1	4.6	.5	89	21	25
12	2	B	F	1.	0	4.0	4.6	.6	87	25	20
13	1	R	M	1.	25		4.5		90		19
11	11	R	M	2.	34	3.7	4.5	.8	103		30
12	2	R	M	2.	6	3.4	4.3	.9	85	19	19
11	5	R	F	1.	23	3.6	4.3	.7	89		24
11	7	R	F	2.	2	3.1	4.2	1.1	93		21
11	11	R	M	2.	7	4.5	4.1	-.4	95	26	28
11	10	S	F	1.	29	5.1	4.0	-2.1	112		30
12	9	R	M	1.	4	3.9	4.0	.1	75		24
11	10	R	M	2.	27	3.5	3.5	0.	106		31
13	0	B	M	2.	11	2.6	3.5	.9	94	27	24
		B	F	1.	76		2.4				
		B	M	1.	26		1.5		78		24
		B	M	1.	8	4.0	1.2	-2.8	53	32	13
		R	M	1.	6	2.9	1.0	-1.9	86	32	20
					4.5	4.8	.42	91.5			

KEY: AGE - Indicated in years and months.

RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other

SEX - M=Male; F=Female

DRHR - Average number of hours daily Right to Read instruction

ABS - Total days absent during this school year

72GE - Pre-Test grade equivalent

73GE - Post-Test grade equivalent

GAIN - Difference between 72GE and 73GE

TOTAL - Total raw score for post attitude test (maximum possible score = 125)

PA - Pre-attitude sub-scale (maximum possible score = 35)

SUB - Post-attitude sub-scale (maximum possible score = 35)

(Bottom digits on last four columns are columnar Means.)

*Totals are in terms of child days and hours of class time.

READING ACHIEVEMENT DATA--INDIVIDUAL SCORES

Grade 6 School Name Webster City Oakland State California
 Teacher AA Total Days/School Year 174 *Total Hours/School Day 5 hrs. 20 min.*
 PRE-TEST INSTRUMENT CTBS Form/Level 02 Date Given May '72
 POST-TEST INSTRUMENT CTRS Form/Level 02 Date Given May '73

AGE	RACE	SEX	DRHR	ABS	72GE	73GE	GAIN	TOTAL	PA	SUB	
12	4	B	F	1.	5	7.0	8.3	1.3	98	23	23
12	0	S	F	1.	39	7.3	7.4	.1	116		32
11	2	B	F	1.	4	7.4	7.4	0.	96		25
12	1	B	F	1.	4	5.7	7.4	1.7	116	30	32
12	0	B	F	1.	6	6.5	7.2	.7	100	26	28
11	8	B	M	1.	3	5.6	7.0	1.4	106		33
11	5	B	M	1.	4	4.4	6.9	2.5	107		26
11	11	B	F	1.	15	6.8	6.0	-.8		34	
12	2	W	F	1.	36	6.4	5.8	-.6			
		B	F	1.	6	5.2	5.7	.5	92	24	30
12	4	B	M	2.	2	4.6	5.7	1.1	97	25	27
12	0	B	M	1.	11	3.7	5.1	1.4	92	26	22
11	10	B	F	1.	6		4.9		98		24
12	3	B	M	1.	11	4.1	4.8	.7	94	31	27
10	6	B	F	1.	7	4.1	4.6	.5		24	
12	1	B	F	1.	9	3.4	4.1	.7	87	17	23
11	7	B	F	1.	7	3.9	3.9	0.	100		27
12	5	B	M	2.	7		3.7		88		19
12	6	B	M	1.	6	3.4	3.6	.2	112		32
11	6	B	F	1.	4		3.6		91		20
		B	M	1.	14	3.0	3.4	.4	77		23
12	4	B	M	1.	11		3.4		86		22
13	0	B	M	1.	6	2.2	3.2	1.0	94		23
12	5	B	F	2.	23	2.8	3.2	.4	86	25	25
12	0	B	F	1.	11	2.6	2.9	.3	76	19	20
12	4	B	F	1.	8		2.7		98		27
		B	F	2.	11	3.1	2.7	-.4	93		20
13	1	B	M	1.	31		2.2		90		25
11	5	B	M	1.	9	1.7	1.8	.1	85		24
					4.6	4.8	.57	95.2			

KEY: AGE - Indicated in years and months.
 RACE - B=Black; W=White; M=Mexican-American; A=Asian American; O=Other
 SEX - M=Male; F=Female
 DRHR - Average number of hours daily Right to Read instruction
 ABS - Total days absent during this school year
 72GE - Pre-Test grade equivalent
 73GE - Post-Test grade equivalent
 GAIN - Difference between 72GE and 73GE
 TOTAL - Total raw score for post attitude test (maximum possible score = 125)
 PA - Pre-attitude sub-scale (maximum possible score = 35)
 SUB - Post-attitude sub-scale (maximum possible score = 35)
 (Bottom digits on last four columns are columnar Means.)
 *Totals are in terms of child days and hours of class time.

SUMMARY

For each individual school in the foregoing section, there are charts or graphs showing mean scores for the pre and post reading tests, deviation of these mean scores from the national norms, gain scores, and attitude test scores. These findings are reproduced here on a comparative inter-school basis:

PRE-READING TEST

Figure 25. Pre Reading Test Mean GE's by School and Grade Level (Pre Reading tests were administered May 1972)

Pre Reading Test Deviation of Mean Scores from the National Norms--by school and grade level

GRADE	NAT'L NORM	Crocker Highlands	Prescott	Webster	Crocker Highlands	Prescott	Webster
1	1.8	2.2	1.9	2.0	+.4	+.1	+.2
2	2.8	3.5	3.0	2.4	+.7	+.2	-.4
3	3.8	3.8	3.2	3.2	.0	-.6	-.7
4	4.8	5.4	3.9	4.2	+.6	-.9	-.6
5	5.8	6.7	4.3	4.6	+.9	-1.5	-1.2

Crocker Highlands children scored at or above the national norm at every grade level, with the least positive deviation in grade 3 and the most positive (+9 months) in grade 5.

Prescott children were above the norm in grades 1 and 2, falling below the norm at grade 3 and manifesting an ever greater negative deviation in each succeeding year to a maximum of -1½ years in grade 5.

Webster children were almost eight months above the norm in grade 1, falling below the norm at grade 2 and showing a generally greater negative deviation each year thereafter. The rate of decline in grades 4 and 5 was less than Prescott's, reaching a maximum of -1½ years in grade 5.

Figure 26 on the next page gives the same information (GE's and deviations) for the post-test. Only grades 2-5 can be directly compared.

POST-READING TEST

Figure 26. Post Reading Test Mean GE's
by School and Grade Level
(administered May, 1973)

Post Reading Test Deviation
of Mean Scores from the
National Norms--by school
and grade level

GRADE	NAT'L NORM	Crocker Highlands	Prescott	Webster	Crocker Highlands	Prescott	Webster
2	2.8	3.1	3.1	2.4	+.3	+.3	-.4
3	3.8	3.9	3.2	2.8	+.1	-.6	-1.0
4	4.8	5.6	3.8	4.0	+.8	-1.0	-.8
5	5.8	6.6	4.7	4.3	+.8	-1.1	-1.5
6	6.8	7.6	5.6	4.7	+.8	-1.2	-1.9

Crocker Highlands children continued to score at or above the national norm at every grade level, with the least positive deviation at grade 3. Grades 2 and 5 were slightly below their performance in 1972; and grade 4 performed better.

Prescott children held their own (or did very slightly better) in grades 2, 3, and 4. Grade 5 performance was significantly improved. All scores, except grade 2, were, however, below the national norm.

Webster children held their own in grade 2 and declined, by approximately three months, in each of the other grades. All scores, in grades 2-6 remained below the national norms, with a negative deviation of almost two years in grade 6.

As noted in an earlier discussion, different groups of children are represented at the same grade level in each of the two calendar years shown. An estimate of gain can be secured by making cross comparisons (e.g., grade 2 in 1972 → grade 3 in 1973), but this doesn't constitute a precise statement of individual gain because of the turnover from year to year. We have therefore "tracked" all individuals who took both the pre and post tests. Figure 27 shows the actual computed mean gains, by school and current grade level, for all of the children for whom both scores were available. This

includes all children (in grades 1-5) who took the pre-test in May, 1971, and the post test in May, 1972.

GAIN SCORES

Figure 27. Gain scores, computed on Basis of "Tracking" Individual Gains Between May, 1972, and May, 1973--by School and Grade Level (figures are rounded to nearest month)

CURRENT GRADE	SCHOOL		
	Crocker Highlands	Prescott	Webster
2	.8	1.2	.4
3	.5	.1	.5
4	1.7	.4	.8
5	1.5	.7	.3
6	.8	1.5	.5
Average Gain	1.1	.8	.5

The actual number of months in school, between May and May, is ten. Therefore, a gain of 1.0 is needed in order to maintain a constant relationship to the national norm. Thus, the norm for grade 3 is 3.8, the norm for grade 4 is 4.8, etc.

It is evident from the figure above that Crocker Highlands has an average gain of 1.1 with the best gains (17 & 15 months) being made by the children now in the fourth and fifth grades. Prescott gains exceed the 1.0 at grade 1, fall to just one month at grade 2 and steadily improve thereafter, with 1½ years gain for one year in grade 6. Overall, however, Prescott falls slightly short of the month-for-month gain required to "keep up". Webster students did not achieve the month-for-month gain at any level, although they came very close (eight months) in grade 4. Overall, they achieved a five month gain for a 10 month period.

ATTITUDE SCORES

Figure 28 shows the mean scores and percentile ranks achieved by each school and grade level on the attitude scale administered

in May, 1973. Since the test was prepared especially for this evaluation, there are no national norms and the percentile ranges were computed for the 944 children, in grades 3-6, at Crocker Highlands, Prescott, and Webster, who took the test. Since this is not a cross-section of all school children, the percentile ranges can be interpreted only as a basis for inter-comparison among the three schools.

Figure 28. Mean Post Attitude Scores, by School and Grade Level

GRADE	SCHOOL					
	Crocker Highlands		Prescott		Webster	
	Mean Score	File Range	Mean Score	File Range	Mean Score	File Range
3	96	60th	90	40th	88	40th
4	96	60th	93	50th	95	60th
5	92	50th	90	40th	90	40th
6	98	70th	91	50th	92	50th
School Average	95.50	60th	91.00	50th	91.25	50th

The attitude scale included seven items drawn from the pre-attitude test administered last year.* These items were scored as a sub-scale (with a maximum possible score of 35). Scores achieved on the sub-scale are shown in Figure 29.

Figure 29. Post Attitude Test--Mean Scores for Sub-Scale of Seven Items Drawn from Pre-Attitude Test, by School and Grade Level

GRADE	SCHOOL		
	Crocker Highlands	Prescott	Webster
3	27	23	23
4	27	25	25
5	25	24	23
6	28	23	24
School Average	26.75	23.75	23.75

*Results of that pre-test were available only for the 4-6th grades at Webster School & only grades 4 & 5 could be used for a pre/post comparison. A discussion of that comparison is included in the Webster School section.

A comparison of Figure 28 and Figure 29 shows the extremely close correspondence between the total scale and the sub-scale, indicating that they are both measuring essentially the same thing. The internal consistency of the test is borne out by a preliminary item analysis, showing that responses on most of the individual items had a high degree of correspondence to the total score.

While all the fluctuations in Figures 28 and 29 are small, both within a school and between schools, the patterns are very consistent with Crocker Highlands being higher at every level (on both the total scale and sub-scale) and Prescott and Webster students scoring very similarly.

Additional sub-scales, relating to self-concept, reason, and locus of control, have been identified and scored, but no analysis of these sub-scales has as yet been undertaken.

As indicated in the individual school discussions relative to the attitude test, a general relationship has been shown to exist between attitudes and performance (namely, the top half of each class--in terms of reading test scores--had a higher mean on the attitude test than the lower half). This pattern is further demonstrated in Figure 30, which follows. This chart graphically portrays the relationship between the individual's total attitude score and his standing in relation to national norms on standardized reading tests. The top line (horizontal axis) shows the number of years of positive or negative deviation from the norm; the left hand column (vertical axis) shows the attitude test score ranges; each individual's scores are plotted in relation to the two axes. The space between the diagonals portrays the correlational relationship.

Figure 30. Relationship of Total Attitude Score to Standardized Reading Test Scores (in terms of years of + or - deviation from the norm). Both tests were administered in May, 1973.

Attitude Scores (in %ile ranges)	Deviations ABOVE Nat'l Norms					Deviations BELOW Nat'l Norms					
	+5yrs	+4yrs	+3yrs	+2yrs	+1yr	0	-1yr	-2yrs	-3yrs	-4yrs	-5yrs
Over 108 (highest 10%)	.....	...	...	.....	.....	.....	.....	.....	.....		
104-108	..	...	.....	.....	.....	.....	.....	.....	.....	..	
100-103		..		..	.....	.....	.....	.....	.....	..	
97-99		..	.....	.....	.....	.....	.....	.....	.....	.....	
94-96			...	..	.....	.....	.....	.....	.....	.....	..
Totals/Top 50%	7	9	16	17	64	81	82	55	17	5	1
91-93		..		..	.....	.....	.....	.....	.....	.....	
87-90		..		..	.....	.....	.....	.....	.....	.....	..
84-86		..		.....	.....	.....	.....	.....	.....	.....	.....
78-83		..		.....	.....	.....	.....	.....	.....	.....	.....
Below 78 (lowest 10%)			..	..	.....	.....	.....	.....	.....	.....	.....
Totals/Bottom 50%	0	3	1	6	22	46	103	119	51	10	5

While the relationship between the attitude test score and success on the reading tests is readily apparent from the above, the fact that a substantial portion fall outside the expected cluster pattern is equally apparent. This would seem to support our observation that the attitude test is measuring something which is related to, but independent of, the skills required by standardized reading tests. It is further evident, both theoretically and as shown by the data, that attitudes vary in response to a variety of factors in addition to reading test performance. Such factors have been shown to include: (1) rank order within a given class, with those at the top generally scoring higher on the attitude test than those at the bottom, without regard to the class's relation to national norms (thus the whole class may be scoring below the norm but a particular child, performing better than his peers, may manifest a highly positive attitude toward reading*), and (2) participation in a class where the general attitudinal level is high, due to teacher encouragement, new and interesting approaches, peers with positive attitudes, or other factors. The implication, theoretically is that the changes resulting from R2R may induce attitudinal change even where no change occurs in reading score. If this were true, it might be expected to produce positive reading score gains at a later date. A longitudinal study, together with continual efforts to determine the reliability and validity of the attitude test and extensive study of the interrelationship of all the complex variables, would be needed to test these hypotheses.

CONCLUSION

It is apparent that with a few exceptions, little measurable gain has been accomplished since the introduction of an operational R2R program in the Oakland public schools. This is not surprising in light of the very short duration of the program. As noted earlier, the first beginnings occurred approximately six months ago and additional time was required to secure materials, become familiar with these materials, etc.

* The converse is also possible but actually occurred far less frequently.

In some instances, specific elements of the R2R program have only become operational in the past two or three months. This is certainly too short a time to produce significant gain in test performance.

The separate process evaluation conducted by Pacific T. & T. A. identified a number of promising practices and offered recommendations for further improvement. When these practices have been in operation for another full year, by May 1974, it will be possible to conduct a definitive evaluation study. At this time also, it will be possible to perform pre and post comparisons of the attitude scale, using the data of this report as the pre-test. An extended longitudinal study of reading test scores, from 1971 through 1974, should provide a real measure of effectiveness. It is hoped that the extensive data contained within this report will serve as baseline data for this follow-up evaluation study.